DOCUMENT RESUME

ED 031 150 HE 001 019

Campus Environment. An On Going Assessment of Student Attitudes.
Kansas City Regional Council for Higher Education, Mo. Office of Institutional Research.
Pub Date May 69
Note-64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors-*Administrative Problems, *Decision Making, *Information Retrieval, *Institutional Environment, Questionnaires, Sampling, *Student Attitudes, Student Characteristics

The task of administrative decision makers at diverse and complex institutions has been made more difficult with student confrontations, and there is an expressed need for improved tools to assess student attitudes and characteristics. The Campus Environment Scale (CES), a data-gathering tool, contains 150 statements that deal comprehensively with college life to which students' reactions may range from strong agreement to strong disagreement. The CES was used in a pilot study to assess campus environments in the Kansas City, Missouri region, and the resulting tables and charts presented in the report offer administrators in the participating institutions a basis for comparative analysis of their institutions with other campuses. Improved instrumentation of the CES for trend analysis, rather than comparative analysis, would offer increased effectiveness in administrative decision making, since trend analysis also detects whether areas of strength are deteriorating or whether a negative situation has undergone improvement, and provides an almost instantaneous informational feedback. The use of a computerized item sampling technique, in which students respond to a fraction of the CES questions, has refined the CES to the point where processing time from student response to feedback is only about 2 hours. This facilitates an ongoing trend assessment of student attitudes and characteristics for effective administrative decision making. (WM)

ED031150

CAMPUS ENVIRONMENT

AN ON GOING ASSESSMENT OF STUDENT ATTITUDES

Office Of Institutional Research
Kansas City Regional Council For Higher Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Margaret Brinkman . . Assistant Director

Bill Williams . . . . . Statistician

HE 001 419

C A M P U S E N V I R O N M E N T

AN ON GOING ASSESSMENT OF STUDENT ATTITUDES

OFFICE OF INSTITUTIONAL RESEARCH

KANSAS CITY REGIONAL COUNCIL FOR HIGHER EDUCATION

Ben Hoffman . . . . . Director

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May 1969 (C)

A C K N O W L E D G M E N T S

It would be virtually impossible to give credit to all the persons to whom the writer is indebted for the successful completion of this study. The staff of the Computer Center at the University of Missouri-Kansas City were involved in the design, programming, and implementation of the data. Preparation and typing were the responsibility of Miss Sheila Gray. Fourteen colleges and universities in the Kansas City Regional Council for Higher Education participated and voluntarily gave their time to this effort.

Special recognition is given to Dr. Dwain F. Petersen of Mankato State College for his development of the reliable item sampling technique and its application to the Campus Environment Study (CES). This innovation opened the door for the on-going re-test potential of this tool.

Finally, acknowledgment is due the Central State Colleges and Universities Cooperative Research group headed by Dr. Silvery, of the University of Northern Iowa. This group is responsible for development and testing of the items found in the Campus Environment Study.

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I. TEXTUAL PREFACE TO STATISTICAL GRAPHS AND TABLES

TEXTUAL PREFACE TO STATISTICAL GRAPHS AND TABLES

With campus environments exhibiting such vast institutional diversity and complexity today, educators have understandably expressed a desire for improved tools to assess student attitudes and characteristics. The current growth in student confrontations contributes to the increasing complexity of the situation, for they demand immediate action where educators have no tools available for appropriate information gathering. The present study offers innovations in the instrumentation of the Campus Environment Scale (the CES consists of 150 statements which comprehensively deal with college life as experienced by students) in the hope that it can be useful for such immediate informational needs.

Many of the shortcomings in the present instrumentation of the CES will be obvious to the reader. We would like to express clearly from the first that the present study is conceived by its authors as a piloting study which, perhaps, is more suggestive of directions for further refinement than a final level of refinement.

The present authors are quite optimistic that the refined tool shall come to fruition -- we hope that the reader will share our enthusiasm for its potential. It is of no little importance that the present study also offers the participating institutions in the Kansas City region a basis for some comparative analysis of their own institutions with other similar and diverse institutions.

The significance of the present study, however, is thought by the authors to be not so much in the improved instrumentation of the CES for comparative analysis but rather for trend analysis. The major value of the trend analysis over a comparative approach to decision making resides in the increased effectiveness it offers the administrator. The comparative approach, found in the tables and graphs of this study, offers an indication of the expected norms and some dimensions of what is possible on other campuses. A trend analysis, on the other hand, tells us not only where we are now but, perhaps much more importantly, where we are going. For trend analysis addresses questions such as: What items, areas, and clusters within our institution are tending to improve or deteriorate? Are we improving generally, or are there certain groupings, areas, etc. . . . that have failed to respond? How effective have corrective policies and allocations of resources been to a problem area? What are the directions of polar extremes in students' attitudes toward administrative regulations, racial questions, drug use, etc.? Has a new program or institutional technique developed a pattern of improving or deteriorating acceptance following the initial enthusiasm? Reliance on comparative analysis alone could possibly result

in not knowing that an area of strength is deteriorating or a dangerously negative situation has undergone rapid improvement. A trend analysis would have detected such situations, thus providing invaluable information. Accordingly, we are intensely interested in utilizing our more refined tool for trend analysis. In the present study, however, we do not include a trend analysis. It requires at least a second and third snapshot, while the present study is only a single snapshot to work toward a refined instrumentation for the CES.

Before proceeding on to an explanation of why we chose the CES over other available tools for environmental assessment, we would like to give an illustration showing what an invaluable back-up vehicle it would be for planning and simulation models currently being developed in higher education. One of the authors recently spent a week with the Systems Research Group, Toronto, Canada, which is co-developing a highly sophisticated model with support of the Ford Foundation and articipation of the University of Toronto (Canada) and the University of Stanford (California). This effort is particularly notable for its flexibility in design and the options left open for program, department, college and institutional planning. It does, however, lay stress on quantifiable data such as dollars, physical space, load levels, time, enrollments, personnel required, degrees and credits produced, etc. There was repeated evidence of a need to assess student reactions to decisions with data base restrictions of this nature. For example: Is there a chance that decisions involving class size, educational TV, and computer-assisted instruction might further alienate some students? What means are established to

determine if an economy in one area is resulting in highly negative student reactions? Should a department increase its research commitment when the trend analysis of student images indicates its instructors are coming more poorly prepared to class, showing decreased interest in their subjects, and having less and less time to respond to student needs (Items 2, 4, 10, 12, 18, 21, and 23, Section II)? We would like to reiterate our stress that a principal contribution of this tool to higher education could be the above described dimensions to the decision making process. What were and are the students' perceptions of a given situation? Is the trend analysis before, during, and after implementation increasingly supporting or deteriorating the programs' objectives? What are the options available to us in this area in the form of selecting groups strongly favoring particular programs or institutional objectives?

There are several environmental assessment tools available -- Pace and Stern's CCI, Holland and Astin's EAT, the CUES, and others -- which are as suitable to some areas of this study as the Campus Environment Study (CES). Therefore, a reasonable question to anticipate is: Why did you chose the CES over the other available tools? Part of the answer to that anticipated question lies in the midst of the image or perceptive item versus the stimulus item. Image or perceptive items attempt to operationalize the observer's impressions of the institutional environment -- the CCI and the CES emphasize such items. Such an item might be: Generally, students feel comfortable in asking another student about the quality of a particular professor's

course? According to the stimulus item approach, in order for anything to be an environmental stimulus (actual or potential) the observer's response must be capable of validation by an independent observer. In short, image items are oriented to the way in which the student sees and values them; stimulus items are restricted to areas where most students could agree to the facts of the situations. Since an individual responds to a situation on the basis of how he emotionally and rationally conceives it, we think that stress should be on image items as it is with the CES. Especially in instances where administrators must deal with students in emotionally charged circumstances, the image emphasis is perhaps the best means of communication.[1]

As mentioned before, the significance of this study is not found in the use of the CES but rather in what has been done to it. In this study, we have worked towards developing the CES into an effective instrument displaying almost instantaneous returns, making possible an efficient on-going trend analysis of student attitudes and characteristics. In short, we have attempted to develop it into both an effective and practical tool for use by administrators in the decision making process. The opening innovation was the reliable item sampling technique developed by Dr. Dwain F. Petersen. The principal advantages of item sampling over subject sampling are, in his words:

> The major advantages of item sampling as demonstrated

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[1] For an excellent discussion of image items versus stimulus items, see: Alexander W. Astin; The College Environment; The American Council on Education (1968; pp. 3-8.

> by this study are timeliness, efficiency, adaptability, consistency, unobtrusiveness, and accuracy at least of the demographic information collected along with the attitudes. Item sampling is much more rapid and efficient than student sampling because respondents only have to respond to a fraction of the items otherwise necessary. Since individuals have only a few items to respond to, less variability and more consistency was noted in the responses. The item sampling technique is unobtrusive in that it is unlikely that the same student will get many of the same items even if he responds to a six-item sample during each quarter of his college career. Accuracy as compared to student sampling was demonstrated on the attitudinal items and high accuracy was shown on demographic information collected along with the item samples.[2]

Dr. Petersen's innovation was followed up with a full automation of the sampling technique on IBM 1232 forms and the development of extensive computerized programming at the Office of Institutional Research, Kansas City Regional Council for Higher Education. The present instrumentation of the tool is highly efficient, with current processing time from student response to findings of about two hours -- at the approximate cost of only two cents per student response. Thus, the refinement of the tool is directed toward providing an almost instantaneous informational feedback from students which greatly facilitates an on-going trend assessment of student attitudes and characteristics.

Many of the graphs and tables in the other sections of this text are suggestive of what we would like to have done. We were unable, in the first run of this improved tool, to include certain computer

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[2]Dwain F. Petersen; "Item Sampling of Institutional Environments;" from the Office of Institutional Research, Mankato State College; p. 14.

programming modifications which would have made possible a more meaningful statistical analysis. The inclusion of a standard deviation and actual numerical figures suitable for the chi-square tests are examples of such needed modifications. We think that the addition of a dichotomous scale to the already present Likert Scale should prove helpful for improved analysis. The careful consideration of sample size is highly important, for without a sufficiently large sample the needed assumption of a normal distribution cannot be made. Hubert Blalock provides valuable information as to proper sample sizes: ". . . whenever $N \geq 100$ the normality assumption can practically always be relaxed. If $N \geq 50$ and if there is empirical evidence to the effect that departure from normality is not serious, then tests may be used with a degree of assurance. If $N \leq 30$, however, one should definitely be on guard against the use of such tests unless the approximation to normality is known to be good!"[3]

Further applications of the tool have already been made by one of the writers in the form of on-going assessments of the Impact of Changing Student Characteristics, Student Retention, and Grading Studies. These studies have the notable advantage over typical research in that significant areas of the environmental press are incorporated into the findings. For example, the Grading Study associates with environmental clusters on Severity of Grading Practices, Policy Against Cheating, Cooperativeness and Competitiveness.

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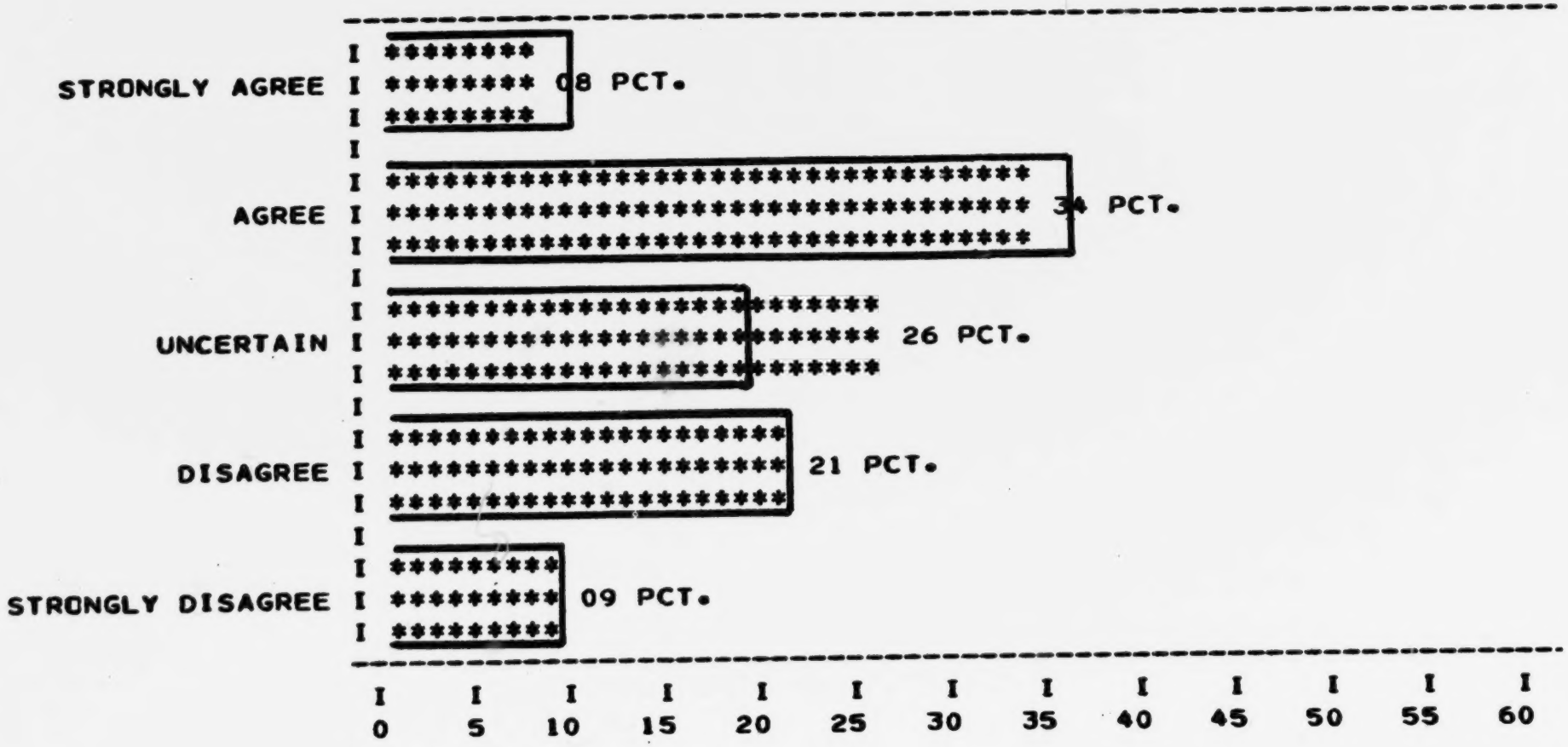
[3]Hubert M. Blalock, Jr.; Social Statistics; McGraw-Hill Book Company (New York, 1960); p. 142.

In closing, we want to reiterate that the present study should only be taken as the first step towards an improved instrumentation for the CES, in the hope that it will eventually prove to be a highly viable and invaluable tool to aid administrators in their heavily felt responsibility of decision making.

II. ANALYSIS OF TOTAL CAMPUS AND MAJOR COMPONENTS OF THE ENVIRONMENT

TOTAL CAMPUS RESPONSE DISTRIBUTION



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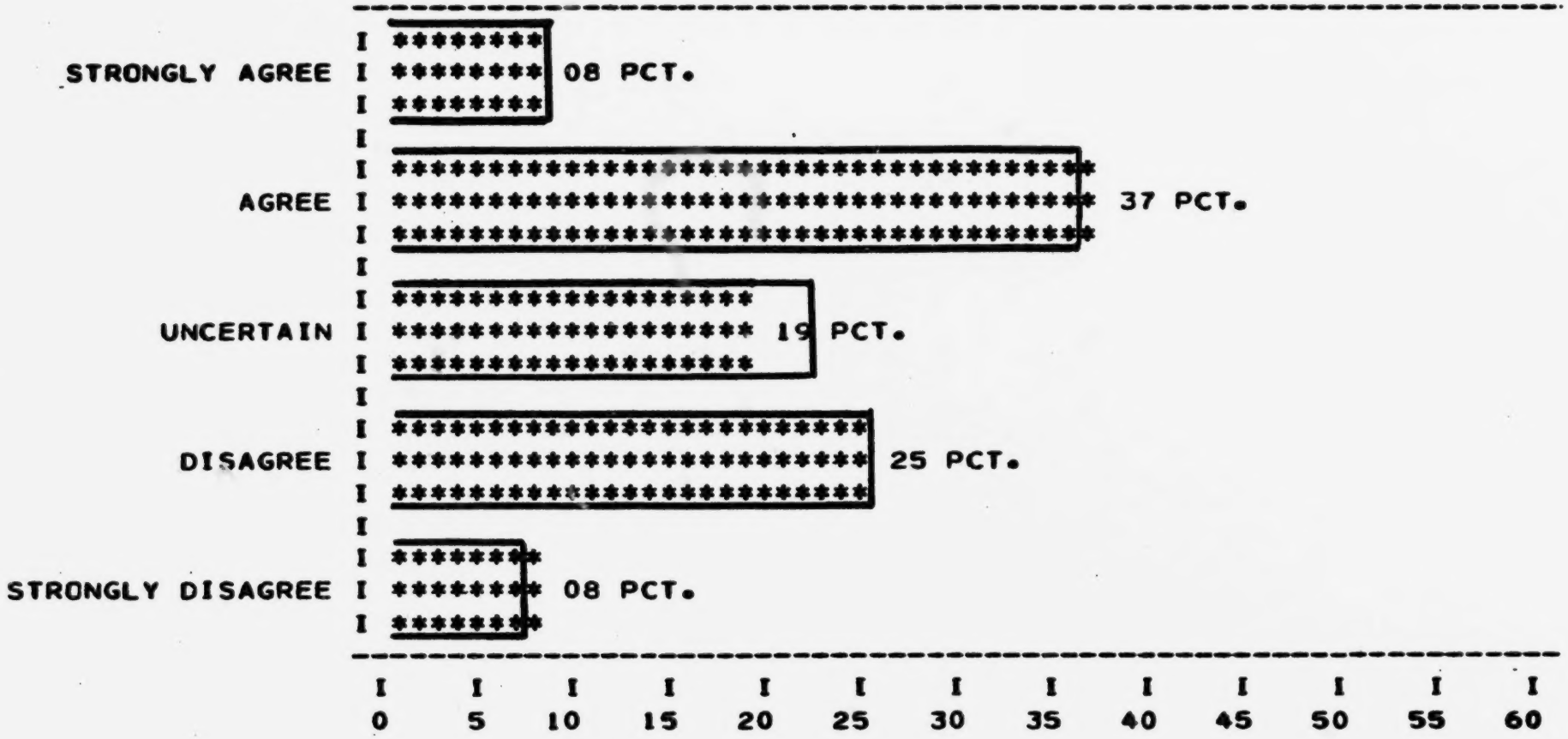
ACADEMIC ENVIRONMENT RESPONSE DISTRIBUTION



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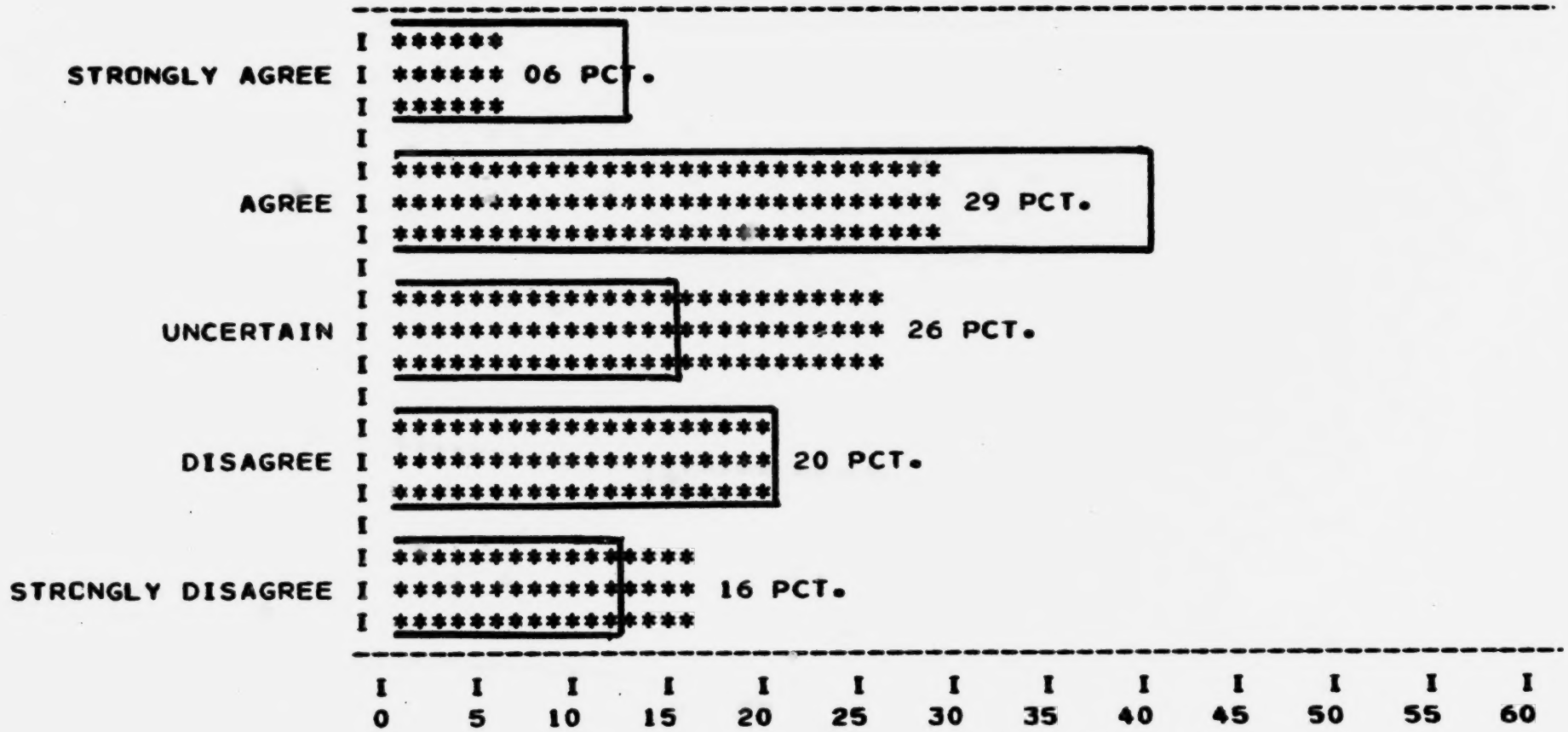
PHYSICAL ENVIRONMENT RESPONSE DISTRIBUTION



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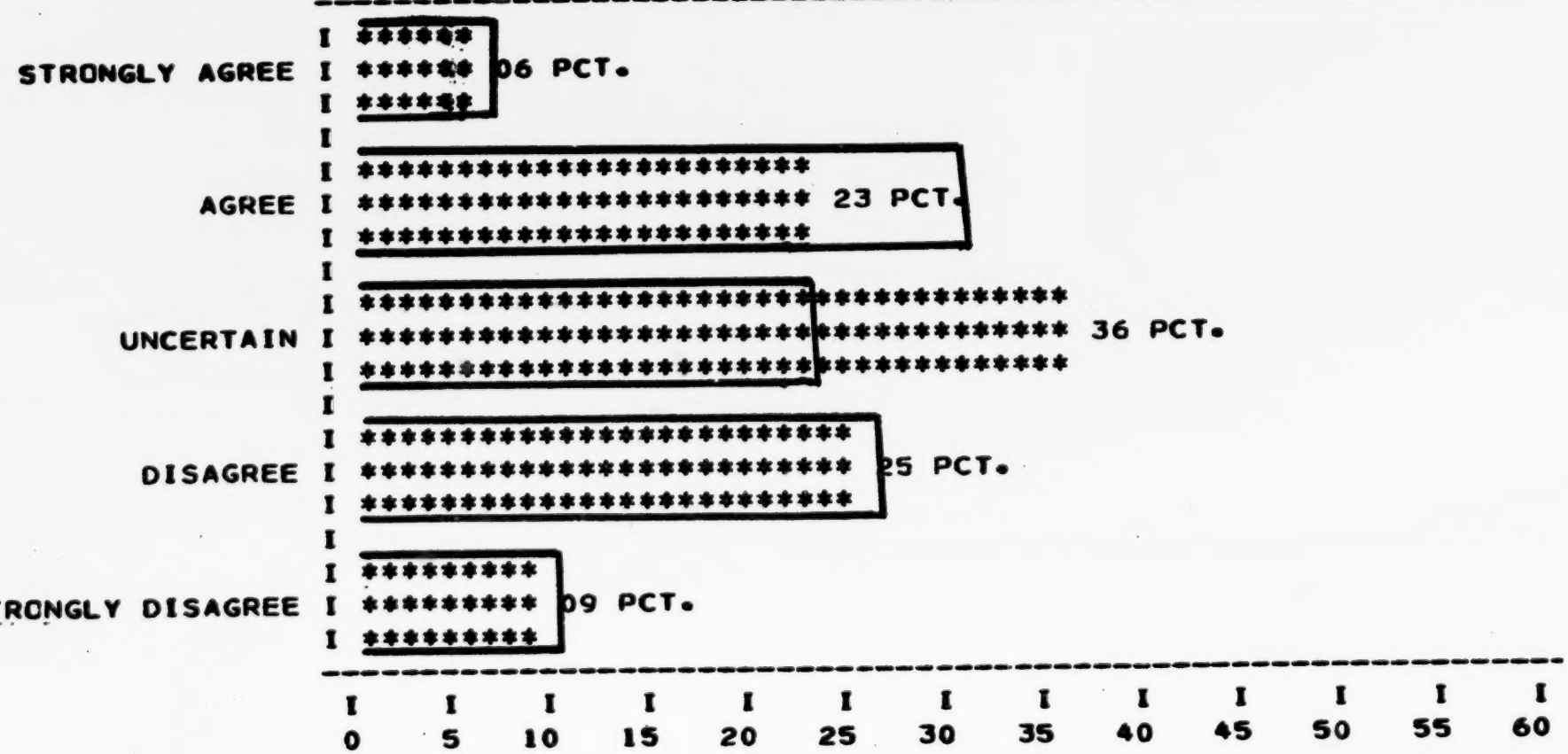
CULTURAL CLIMATE RESPONSE DISTRIBUTION



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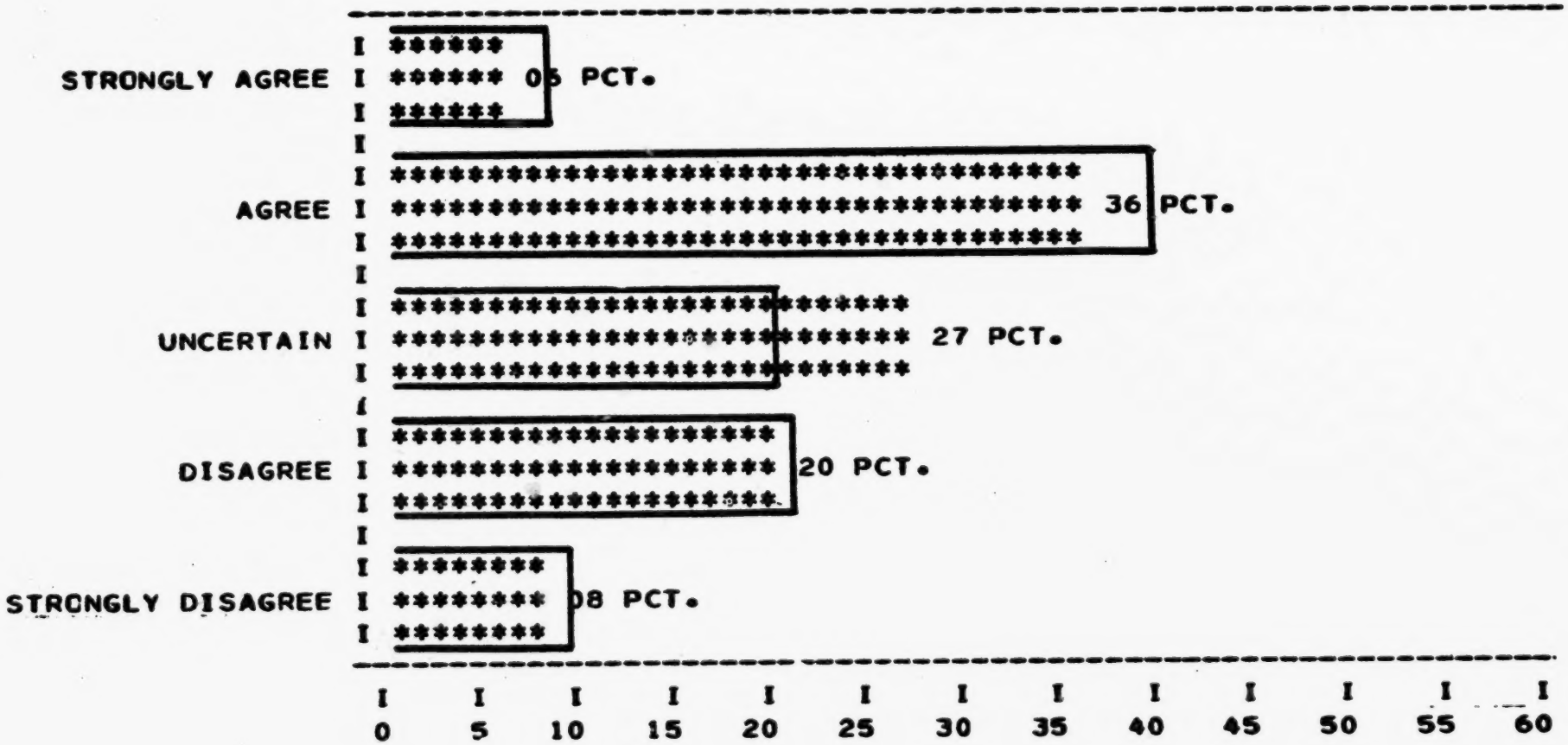
COMMUNICATIONS RESPONSE DISTRIBUTION



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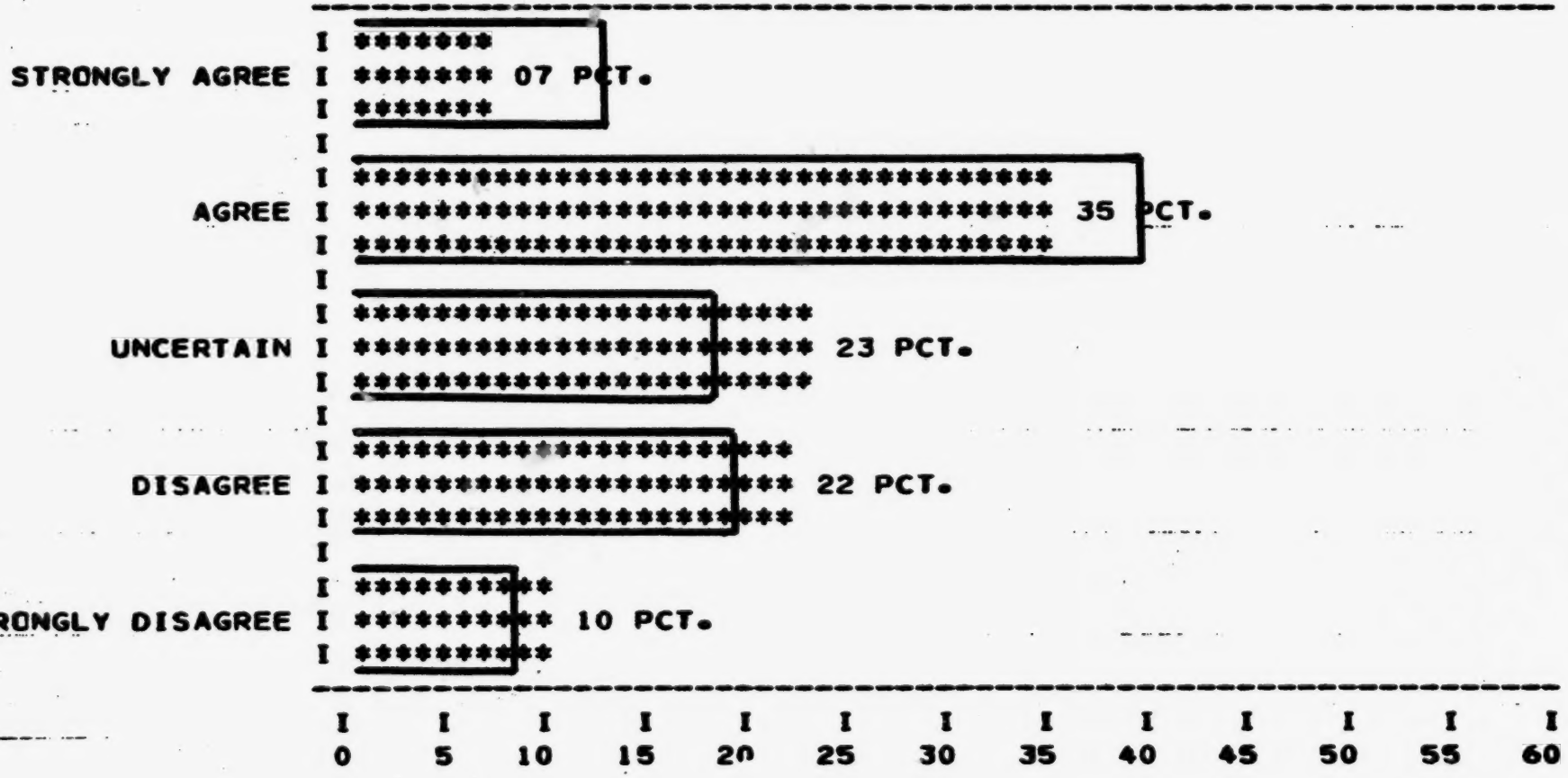
COMMUNITY RELATIONS RESPONSE DISTRIBUTION



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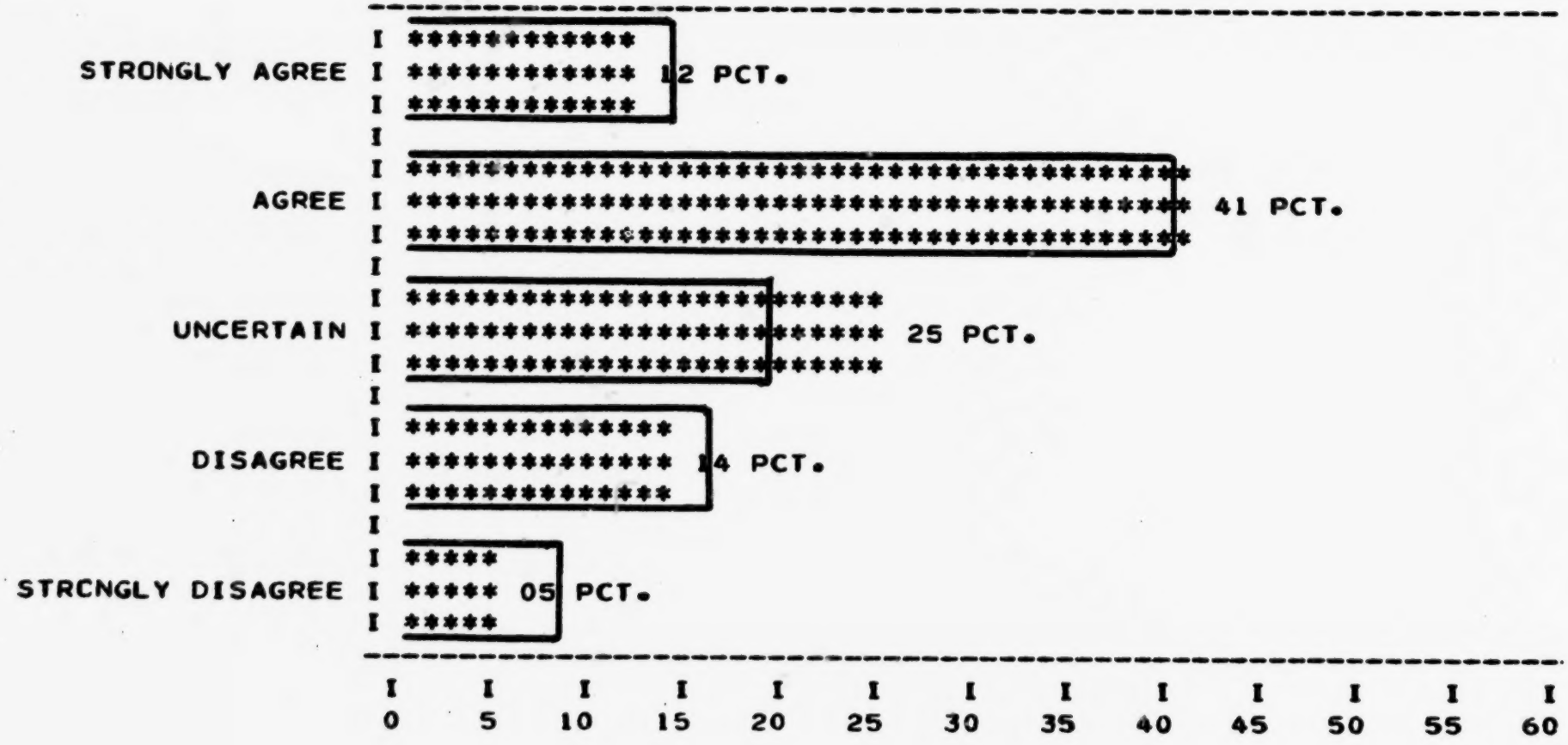
MORAL-ETHICAL ENVIRONMENT RESPONSE DISTRIBUTION



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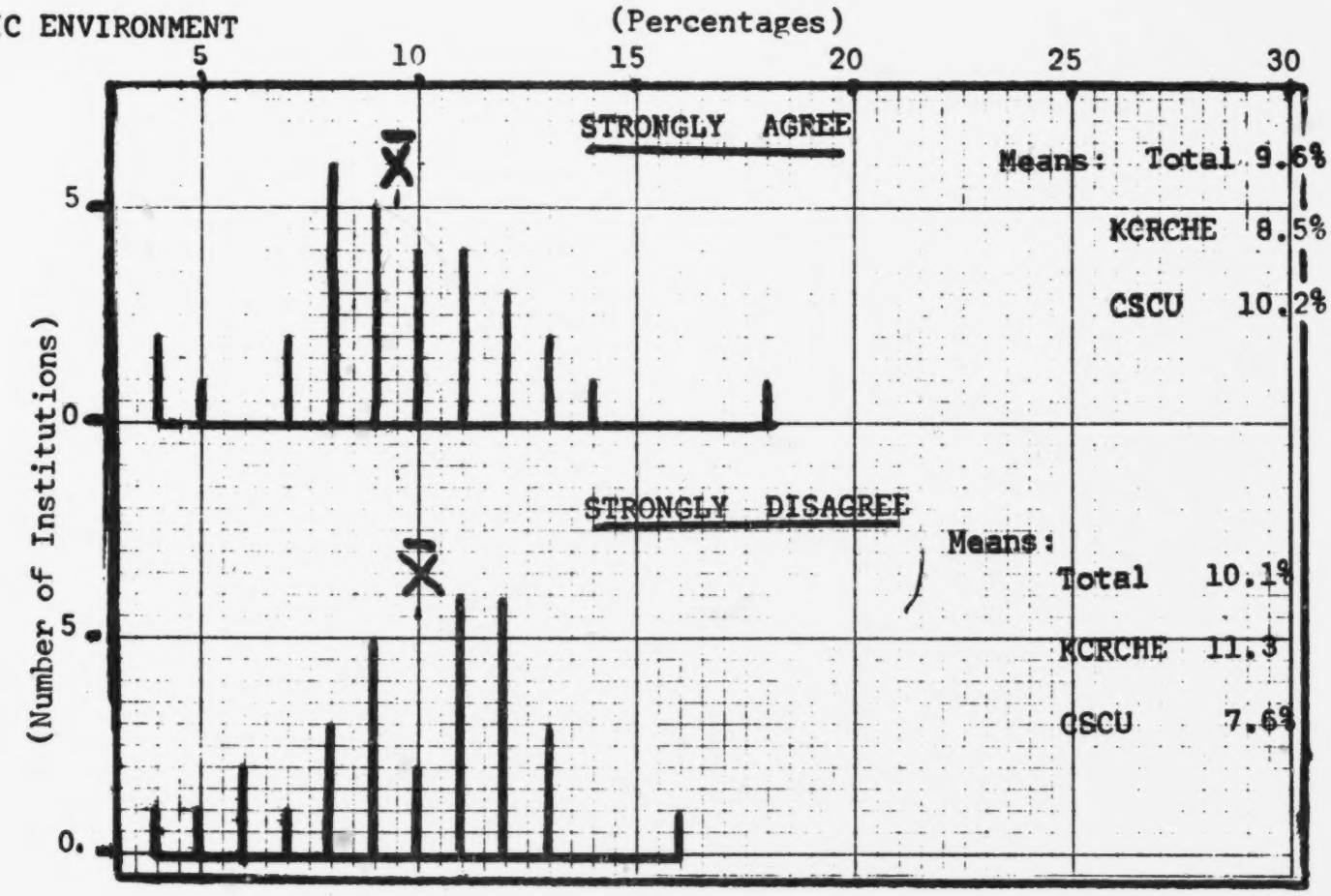
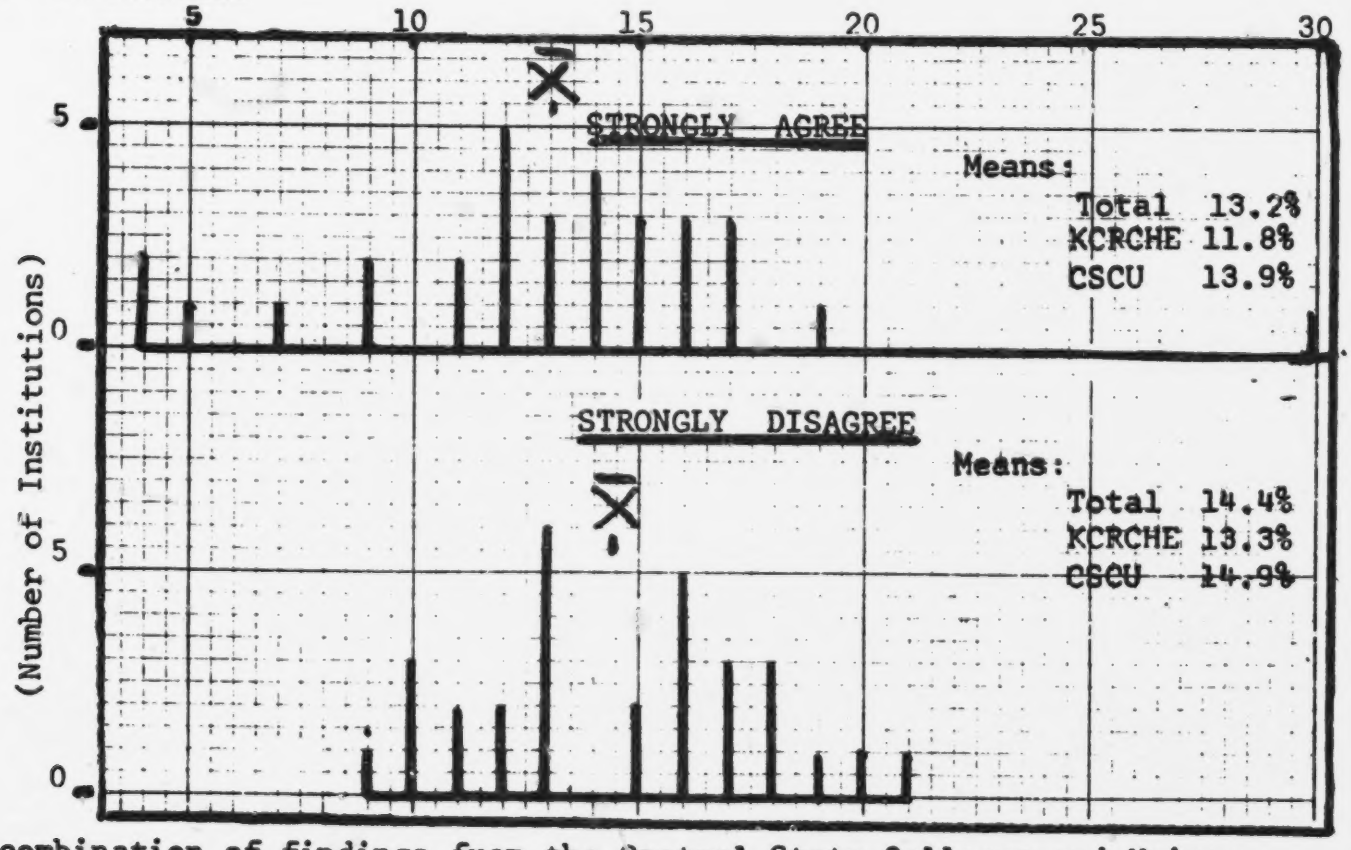
PERCENTAGE OF STRONGLY AGREE AND DISAGREE RESPONSES FOR EACH AREA OF THE CAMPUS ENVIRONMENT

Norms Based Upon 17,760 Student Responses in 31 Colleges and Universities[a]

I. ACADEMIC ENVIRONMENT

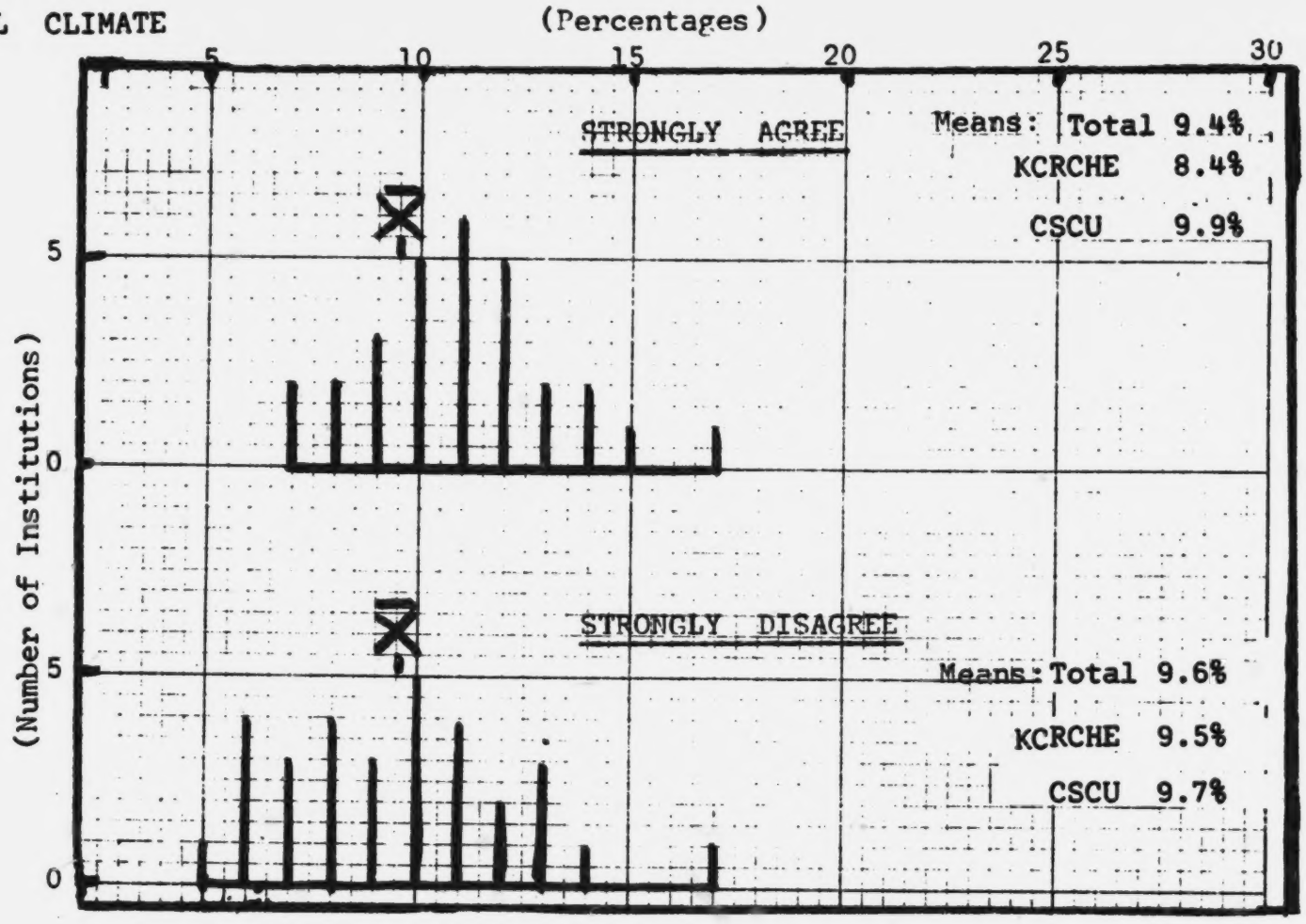


II. PHYSICAL ENVIRONMENT

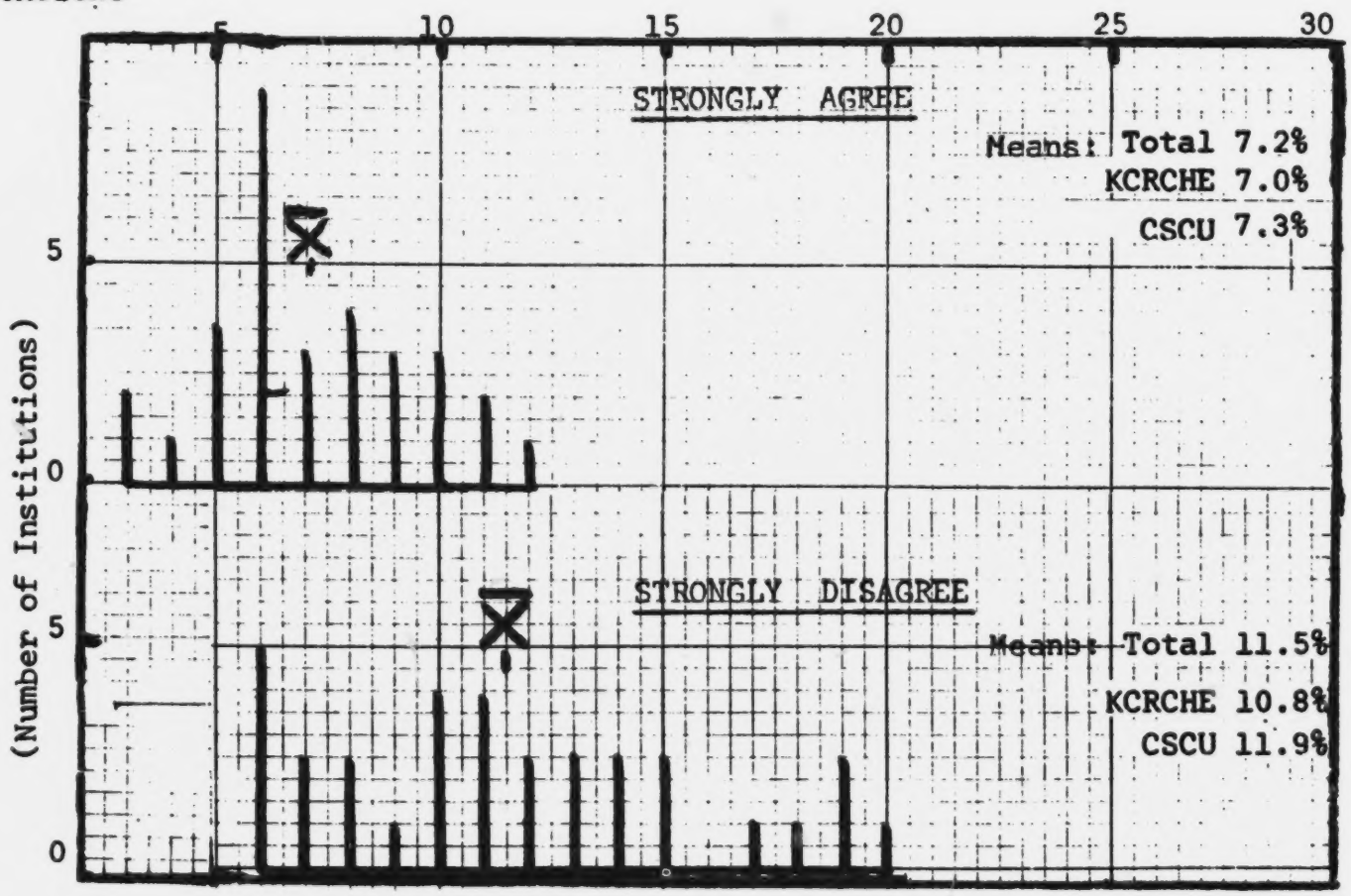


[a]This norm is a combination of findings from the Central State Colleges and Universities Cooperative Research effort conducted in May 1968 and the Kansas City Regional Council for Higher Education Institutional Research February 1969. Reliability coefficients for the six area developed by CSCU range from .82 to .91.

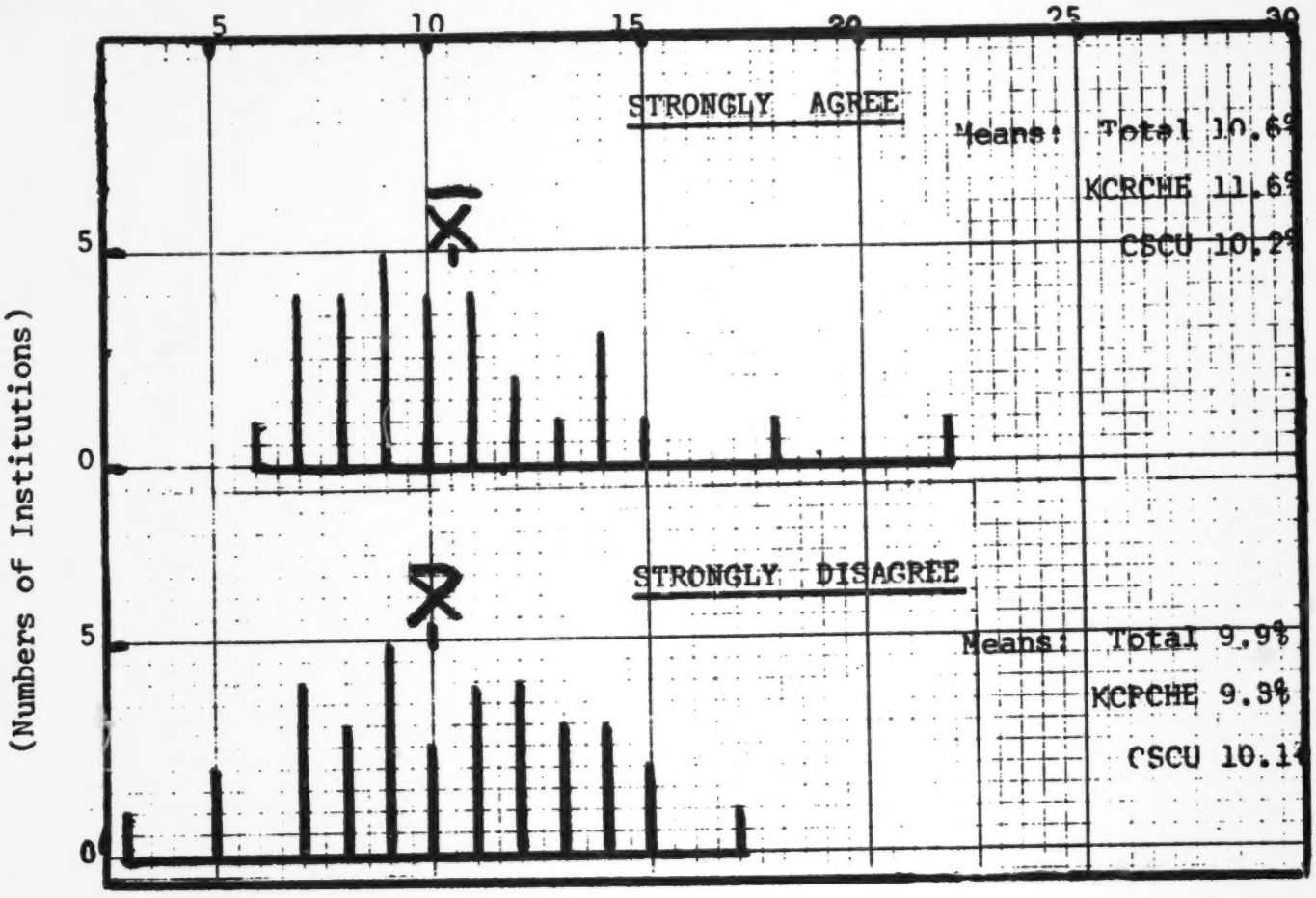
III. CULTURAL CLIMATE



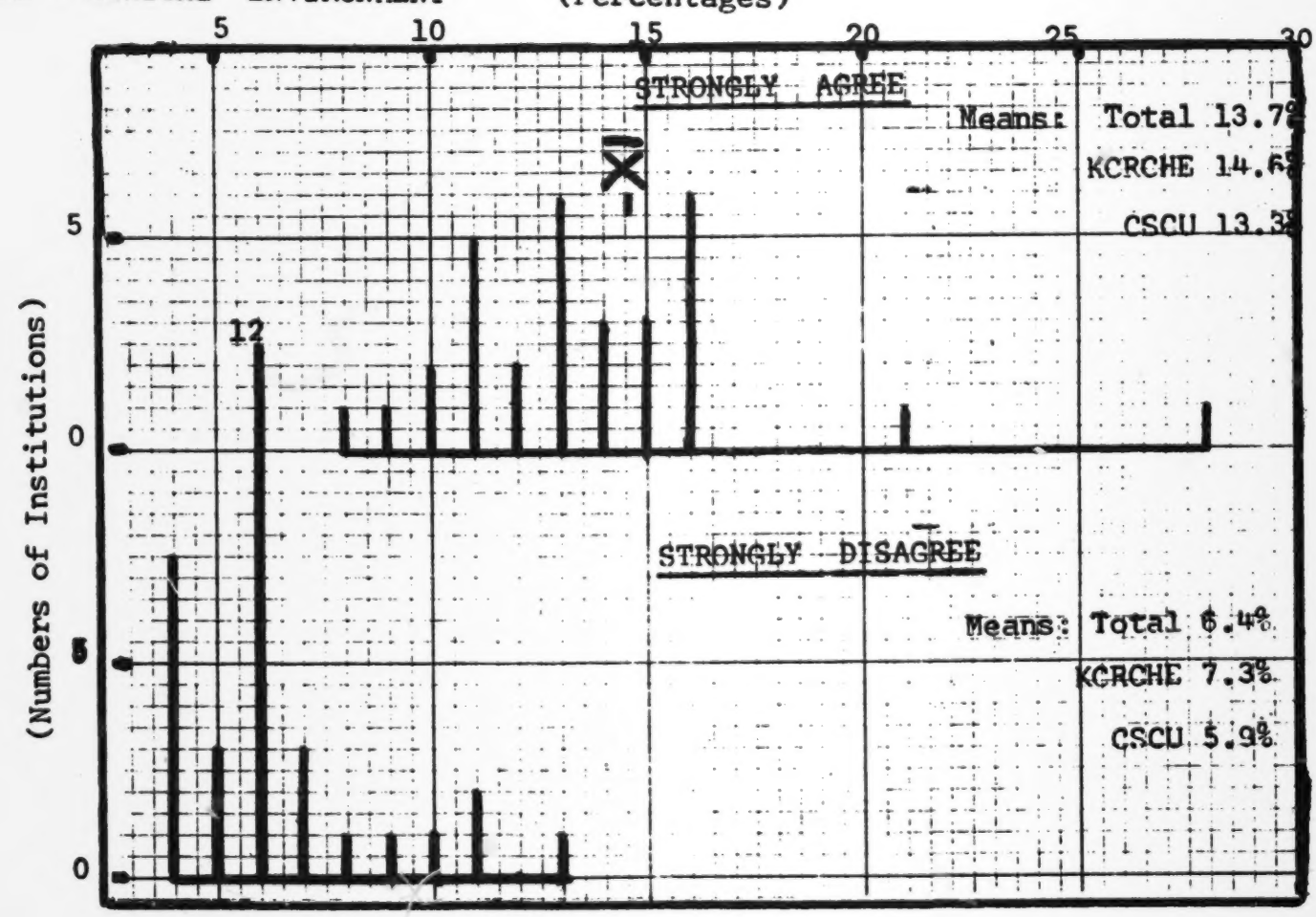
IV. COMMUNICATIONS



V. COMMUNITY RELATIONS



VI. MORAL - ETHICAL ENVIRONMENT



III. TABLES OF CES ITEM ANALYSIS AND INSTITUTIONAL CHARACTERISTICS

STRONGLY AGREE = 5
AGREE = 4
UNCERTAIN = 3
DISAGREE = 2
STRONGLY DISAGREE = 1

ACADEMIC ENVIRONMENT -- ITEMS 1 TO 12	MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PRCT.	INSIDE	OUT
1. THERE IS MUCH MORE EMPHASIS DIRECTED TOWARD UNDERSTANDING THAN UPON MEMORIZATION OF FACT IN MOST CLASSES.	3.05 168	+ .1	- .1		+.2	-.2
2. MOST INSTRUCTORS ARE VERY THOROUGH IN THE TEACHING OF THEIR SUBJECT MATTER.	3.32 165	+ .1	- .3	+ .1	+ .1	-.1
3. STUDENTS ARE GENERALLY AWARE THAT SEVERAL INSTRUCTORS ARE ENGAGED IN SCHOLARLY RESEARCH AND CREATIVE WORK.	3.27 168	- .1	+ .2		- .1	+.1
4. STIMULATING CLASSROOM DISCUSSIONS ARE FREQUENT.	2.82 182	+ .3	- .2	- .2	+ .4	-.4
5. MOST INSTRUCTORS ESTABLISH COURSE STANDARDS THAT ARE PARTICULARLY DIFFICULT TO ATTAIN.	2.68 179	- .1	- .1	+ .1	- .1	+.1
6. HIGH SCHOLARSHIP IS A COMMON GOAL OF MOST STUDENTS.	2.81 176	- .3	- .1	+ .4	- .2	+.2
7. OPEN MINDEDNESS AND OBJECTIVITY ARE CHARACTERISTIC OF MOST CLASSES.	3.46 180	+ .1	+ .1	- .2	+ .2	-.2
9. MANY STUDENTS ON THIS CAMPUS ARE STRIVING FOR HIGH GRADES.	3.38 177					+.1
9. CONSIDERABLE OUT-OF-CLASS PREPARATION BY STUDENTS IS NECESSARY FOR MOST COURSES.	3.83 180	+ .1		- .1		
10. INSTRUCTORS KEEP COURSE MATERIALS UP-TO-DATE AND EXAMINATIONS REVISED.	3.22 179		- .1	+ .1	+ .1	+.1
11. EXAMINATIONS SATISFACTORILY MEASURE COURSE ASSIGNMENTS AND PRESENTATIONS.	2.91 179	- .1	- .1	+ .2	+ .1	-.1
12. MOST INSTRUCTORS HERE ARE DEDICATED TEACHERS.	3.47 182	- .3	+ .2	+ .1	- .1	+.1

ACADEMIC ENVIRONMENT (continued) -- ITEMS 13 TO 25	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
13. THE ACADEMIC ATMOSPHERE ON THIS CAMPUS ENCOURAGES STUDENTS TO GO ON TO GRADUATE WORK.	3.08 164	+.1	-.1	-.1	+.1	-.1
14. INSTRUCTORS GENERALLY EXPECT MORE WORK THAN MOST STUDENTS ARE ABLE TO ACCOMPLISH.	2.74 174	-.2	+.3	-.1	-.1	+.4
15. CURRICULAR OFFERINGS ARE CONSIDERED COMPLETE TO SATISFY MOST STUDENT PROGRAM REQUIREMENTS.	2.95 176	+.1	-.2			
16. COURSE WORK REQUIRES SO MUCH TIME THAT LITTLE IS LEFT FOR OTHER ACTIVITIES.	3.06 179	+.2	-.1	-.2	+.2	-.2
17. THERE ARE ADEQUATE SEMINAR, INDEPENDENT STUDY, AND FIELD EXPERIENCE COURSES AVAILABLE TO STUDENTS.	2.87 158		-.1	+.1	-.1	+.1
18. MOST INSTRUCTORS RECOGNIZE A SUPERIOR STUDENT AND ARE WILLING TO TAKE EXTRA TIME TO CHALLENGE HIM.	2.97 172	-.1		+.1		
19. THERE IS GOOD BALANCE BETWEEN IDEALISM AND OTHER POINTS OF VIEW IN THE CLASSROOM.	3.23 171	-.2		+.2		-.1
20. IT IS NOT DIFFICULT TO DETERMINE THE PURPOSE AND OBJECTIVES OF MOST COURSES.	3.17 176	+.1	+.1	-.2	+.2	-.2
21. GOOD TEACHING IS A CHARACTERISTIC OF MOST INSTRUCTORS AT THIS INSTITUTION.	3.27 168	+.1	-.2	+.1	+.2	-.2
22. ACADEMIC ADVISING IS ADEQUATE.	2.98 179		-.2	+.2		
23. MOST INSTRUCTORS PROVIDE AMPLE TIME FOR INDIVIDUAL CONSULTATION.	3.41 176	-.1	+.1		+.1	-.1
24. THE INSTITUTION PROVIDES A GREAT MANY ACADEMIC RESOURCES FOR STUDENT USE.	2.87 178	-.1	+.2	-.1		
25. IDEAS AND ISSUES BROUGHT UP IN CLASS ARE OFTEN OUT-OF-CLASS DISCUSSION TOPICS BY STUDENTS.	3.23 186		+.2	-.1	+.1	-.1

PHYSICAL ENVIRONMENT -- ITEMS 26 TO 37	TOTAL MEAN	PUBLIC	PRIVATE INST		METPOPOLITAN	
			CATH.	PROT.	INSIDE	OUT
26. MOST CLASSROOMS ARE NOT OVERCROWDED.	3.35 162	-.3	+.3	+.1	-.2	+.2
27. LIBRARY RESOURCES SUCH AS REFERENCE BOOKS AND PERIODICALS ARE PLENTIFUL.	3.06 160	-.1	+.3	-.3	+.1	-.1
28. LABORATORIES CONTAIN ADEQUATE EQUIPMENT AND SUPPLIES TO CARRY OUT ASSIGNED WORK.	3.25 176	-.3	+.1	+.2	-.1	+.1
29. RECREATIONAL FACILITIES ARE ADEQUATE TO MEET THE NEEDS OF MOST STUDENTS.	2.67 175	+.1	-.2	+.1	-.1	+.1
30. IT IS NOT DIFFICULT TO FIND ADEQUATE STUDY SPACE ON CAMPUS.	3.17 178	-.3	+.4		-.2	+.2
31. THE CAMPUS HAS A VERY ATTRACTIVE APPEARANCE.	3.58 169	-.1	+.2	+.4	-.4	+.3
32. THE BOOKS AND MATERIALS IN THE LIBRARY AT THIS INSTITUTION ARE ORGANIZED TO PROVIDE FOR EASE OF LOCATION.	3.25 179	-.2	+.3	-.1	-.1	+.1
33. CUSTODIAL SERVICES ON CAMPUS ARE SATISFACTORY.	3.51 169	-.1	+.3	-.3	+.1	-.1
34. THE LIBRARY IS A GOOD PLACE TO STUDY.	3.47 176	-.2	+.4	-.1		
35. RULES REGULATING STUDENT CONDUCT IN ALL HOUSING AREAS ARE REASONABLE AND FAIR.	3.11 171	+.2	-.2	-.4	+.1	-.1
36. OFF-CAMPUS HOUSING FACILITIES ARE SATISFACTORY.	2.89 168	+.1	-.1		+.1	-.1
37. ENROLLMENT AND REGISTRATION PROCEDURES ARE WELL ORGANIZED.	3.16 175	-.6	+.4	+.3	-.2	+.2

PHYSICAL ENVIRONMENT (continued) -- ITEMS 38 TO 50	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
38. STUDENT MEETING FACILITIES IN UNION OR STUDENT CENTER ARE SUFFICIENT TO MEET NEEDS.	2.82 176					
39. INSTITUTION-OWNED HOUSING FACILITIES ARE SATISFACTORY.	3.29 177	-.6	+.7	+.1	-.4	+.4
40. CAMPUS BUILDINGS AND AREAS ARE CLEARLY MARKED.	3.45 168	-.3	+.5	-.1	-.1	+.1
41. FACILITIES LIKE TYPING ROOMS, SCIENCE LABS AND SHOPS ARE GENERALLY AVAILABLE TO STUDENTS FOR STUDY.	3.06 179	-.3	+.3	+.1	-.2	+.2
42. LIBRARY STAFF PROVIDES SUFFICIENT PERSONAL ASSISTANCE IN LOCATING MATERIALS IN THE LIBRARY.	3.53 178	-.1	+.1			
43. CAMPUS FOOD SERVICES ARE SATISFACTORY.	2.97 171	-.5	+.7	-.1	-.4	+.3
44. PEDESTRIAN TRAFFIC ON CAMPUS IS FACILITATED BY A GOOD NETWORK OF SIDEWALKS.	3.14 182	-.3	+.3	+.1		
45. THERE IS SUFFICIENT VISITOR PARKING SPACE ON CAMPUS	1.91 176	-.5	+.4	-.1	-.2	+.2
46. HEALTH SERVICES ON CAMPUS ARE SUFFICIENT TO MEET STUDENT NEEDS.	2.87 174	+.1	+.1	-.1	+.1	-.1
47. HOUSING COSTS ARE REASONABLE FOR THE FACILITIES AND SERVICES PROVIDED.	3.11 183	-.2	+.4	-.2		
48. CURRENT ARRANGEMENTS FOR BUYING OR RENTING BOOKS AND SUPPLIES ARE SATISFACTORY.	2.46 179	-.1	+.1		+.1	-.1
49. PERSONAL AND PSYCHOLOGICAL COUNSELING SERVICES ON CAMPUS ARE SATISFACTORY.	3.02 167		-.1	+.1		
50. THERE ARE SUFFICIENT OPPORTUNITIES FOR STUDENT EMPLOYMENT AT THE INSTITUTION.	3.20 173	-.1	+.2	-.1		

CULTURAL CLIMATE -- ITEMS 51 TO 63	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
51. OPPORTUNITIES ARE PROVIDED FOR STUDENTS TO EVALUATE WORKS OF ART.	2.94 172	+.1	+.1	-.3	+.1	-.1
52. THE ARTIST/LECTURE CONCERT SERIES ARE WELL ATTENDED BY STUDENTS.	2.53 164	+.4	-.3	-.1	+.2	-.2
53. PROPER TABLE MANNERS ARE PRACTICED IN THE DINING HALLS ON CAMPUS.	2.98 168	-.2	+.1	+.2	-.2	+.2
54. CLASSICAL MUSIC IS POPULAR WITH THE MAJORITY OF STUDENTS.	2.45 187		-.2	+.1		
55. STUDENTS ON THIS CAMPUS HAVE AN EXCELLENT OPPORTUNITY TO GAIN AN APPRECIATION IN THE FINE ARTS.	3.43 179			+.1	-.1	+.1
56. LIVE PERFORMANCES OF SYMPHONIES, BALLET, AND OPERAS ARE WELL PATRONIZED BY THE STUDENTS.	2.44 176		-.2	+.2	-.1	+.1
57. PAINTINGS AND OTHER WORKS OF ART ARE WIDELY DISPLAYED AROUND THE CAMPUS.	3.23 172	-.3	+.3	+.1	-.2	+.2
58. PATTERNS OF SOCIAL BEHAVIOR ON THIS CAMPUS CONFORM FAVORABLY TO ACCEPTED GOOD TASTE.	3.47 174	+.1	+.1	-.2	+.2	-.2
59. DRAMATIC PRESENTATIONS ARE GIVEN FREQUENTLY ON CAMPUS.	3.21 179	-.4	+.1	+.3	-.4	+.3
60. THE INSTITUTION HAS EXTENSIVE MUSEUM COLLECTIONS.	2.17 168		+.1	-.1		
61. THE FACULTY APPEARS TO HAVE A KEEN INTEREST IN THE FINE ARTS.	3.25 168	-.1	+.2	-.1		
62. STUDENTS APPEAR TO HAVE AN INTEREST IN THE READING OF NOVELS, SHORT STORIES, AND POETRY.	2.94 178	+.1	+.1	-.2	+.1	-.1
63. THE GENERAL CAMPUS ATMOSPHERE EMPHASIZES THE FINER THINGS OF LIFE.	2.73 169	+.2		-.2	+.2	-.2

CULTURAL CLIMATE (continued) -- ITEMS 64 TO 75	TOTAL MEAN	PUBLIC	PRIVATE INST.		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
64. THERE IS OPPORTUNITY TO STUDY CULTURES OTHER THAN OUR OWN.	3.33 178	-.1	-.1	+.2		
65. THERE IS A VARIETY OF PERFORMING MUSICAL GROUPS ON THIS CAMPUS	2.89 174	-.1	-.2	+.4	-.2	+.2
66. THE FILM PROGRAM ON THIS CAMPUS HAS DISTINCT AESTHETIC VALUES.	3.03 180		-.1	+.1	-.2	+.2
67. SPEECH AND FORENSICS HAS STRONG EMPHASIS ON THIS CAMPUS.	2.82 168		-.2	+.2	-.1	+.1
68. THERE ARE AVAILABLE TO STUDENTS OPPORTUNITIES FOR CREATIVE EXPRESSION IN THE FINE ARTS.	3.28 175		+.1	-.1		
69. THE MUSIC DEPARTMENT HAS A STRONG CULTURAL INFLUENCE.	2.70 172	-.1	-.1	+.2	-.2	+.1
70. THE LIBRARY OF TAPES AND RECORDS, I.E., MUSIC, POETRY, ETC., IS USED EXTENSIVELY BY STUDENTS.	2.72 170		-.1	+.1	+.1	-.1
71. THERE ARE SOME OUTSTANDING PERFORMING ARTISTS ON THE MUSIC FACULTY.	3.39 178	-.1	-.1	+.2	-.1	+.1
72. THERE ARE SEVERAL STUDENT GROUPS THAT SPONSOR EVENTS OF AN AESTHETIC OR CULTURAL NATURE.	3.10 176		+.2	-.1		
73. POETRY AND LITERATURE RECEIVE MUCH EMPHASIS ON THIS CAMPUS.	2.87 172	-.3	+.4	-.1	-.1	+.1
74. IN GENERAL THE SPEECH AND HABITS OF STUDENTS REFLECT REFINEMENT AND GOOD TASTE.	3.26 171	-.1	-.1	+.2		
		-.1	-.2	+.2	-.3	+.3
75. ARTISTS AND PERFORMING GROUPS APPEAR FREQUENTLY ON CAMPUS.	2.81 175					

COMMUNICATIONS -- ITEMS 76 TO 87	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
76. IT IS EASY FOR STUDENTS TO COMMUNICATE WITH THE ADMINISTRATION.	3.22 159	+.1	-.3	+.3		
77. THE EXPRESSION OF STUDENT OPINIONS IS ENCOURAGED.	3.04 174	+.2	+.1	-.2	+.1	
78. INSTRUCTORS ARE EASY TO APPROACH WITH QUESTIONS CONCERNING CLASSWORK.	3.81 168				+.1	-.1
79. GENERALLY, STUDENTS FEEL QUITE COMFORTABLE IN APPROACHING INSTRUCTORS REGARDING A PROBLEM.	3.27 159	-.2	-.2	+.4	-.2	+.2
80. GENERALLY, THERE IS A FRIENDLY AND COOPERATIVE RELATIONSHIP BETWEEN DEPARTMENTS.	3.23 158		-.2	+.2	+.1	-.1
81. THE ADMINISTRATION AND TEACHING FACULTY APPEAR TO COOPERATE WELL.	3.44 179	-.1	+.2	-.1		
82. FACULTY MEMBERS INVITE INFORMAL OUT-OF-CLASS DISCUSSIONS.	3.41 177	-.1		+.1		
83. THERE IS CLOSE COOPERATION BETWEEN CAMPUS STUDENT ORGANIZATIONS.	2.93 179	-.1	-.2	+.3	-.1	+.1
84. THE STUDENT NEWSPAPER IS A VITAL COMMUNICATION TOOL ON CAMPUS.	3.15 186	+.2	-.2		-.1	+.1
85. THE STUDENT NEWSPAPER SERVES AS A SOUNDING BOARD TO DISCUSS ADMINISTRATIVE POLICIES.	2.95 169	-.2		+.2	-.3	+.3
86. IT IS NOT DIFFICULT TO FIND OUT WHAT IS GOING ON AROUND CAMPUS.	3.23 175	-.3	+.3	+.1	-.2	+.2
87. THE STUDENT FACULTY COMMITTEES ON THIS CAMPUS SERVE AS AN EFFECTIVE MEANS OF COMMUNICATION.	2.91 168	+.1	-.2	+.1	+.1	

COMMUNICATIONS (continued) -- ITEMS 88 TO 100

	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
88. THE STUDENT GOVERNMENT IS FUNCTIONING SATISFACTORILY.	2.98 158					
89. THE STUDENT NEWSPAPER PROVIDES A MEDIUM FOR EXCHANGE OF INTELLECTUAL IDEAS BY FACULTY AND STUDENTS.	2.91 169	-.1		+.1	-.2	+.2
90. THERE IS LITTLE DIFFICULTY EXPERIENCED BY THE STUDENT IN OBTAINING NEEDED INFORMATION ABOUT THE INSTITUTION.	3.28 174	+.1	+.1	-.2	+.1	-.1
91. CAMPUS ELECTIONS ARE WELL PLANNED AND PUBLICIZED.	3.02 175	-.1	+.4	-.4	-.1	+.1
92. THE EDITORS OF THE CAMPUS NEWSPAPER HAVE A GREAT DEAL OF FREEDOM AND LATITUDE.	3.16 180	+.2	+.1	-.3	+.1	-.1
93. THE ADMINISTRATION ATTEMPTS TO KEEP STUDENTS INFORMED ON MATTERS OF POLICY.	3.07 162		+.4	-.3	+.1	-.1
94. THERE IS A FRIENDLY RELATIONSHIP BETWEEN FACULTY AND STUDENTS.	3.81 179		-.1	+.1		
95. RUMORS ARE QUICKLY DISPELLED ON THIS CAMPUS BY READY ACCESS TO FACTORS.	2.67 172	+.2	-.1	-.2	+.2	-.2
96. IT IS NOT HARD TO GET TO KNOW INSTRUCTORS OUTSIDE OF CLASS.	3.42 187	-.2	+.2	+.1	-.1	+.1
97. STUDENTS DO NOT SEEM TO BE DISTURBED IF THEY DO NOT KNOW WHAT IS GOING ON.	2.77 159	+.1	-.1			
98. STUDENT GOVERNMENT IS A STRONG LINK BETWEEN FACULTY AND STUDENTS.	2.84 172	-.1		+.2	-.1	+.1
99. THE ADMINISTRATION INFORMS FACULTY AND STUDENTS PROMPTLY OF POLICY CHANGES.	3.14 174	-.2	+.4	-.2		
100. STUDENTS KEEP INFORMED ABOUT IMPORTANT CAMPUS ISSUES.	3.06 169	+.1	-.3	+.2		

COMMUNITY RELATIONS -- ITEMS 101 to 112	TOTAL MEAN	PUBLIC	PRIVATE INST.		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
101. THERE ARE HARMONIOUS RELATIONS BETWEEN COLLEGE STUDENTS AND NON-COLLEGE YOUTH IN THE COMMUNITY	2.67 162	+.3	-.4	+.1	+.3	-.3
102. THE CAMPUS ATMOSPHERE HERE MAKES ONE FEEL AT HOME.	3.45 183	-.6	+.3	+.5	-.4	+.4
103. THERE IS THE GENERAL FEELING THAT ALL STUDENTS ARE TREATED ALIKE WITHOUT PREFERENTIAL TREATMENT.	2.99 181	+.3	-.1	-.2	+.3	-.2
104. CLOSE FRIENDSHIPS ARE EASY TO CULTIVATE WITH FELLOW STUDENTS.	3.62 177	-.5	+.2	+.4	-.4	+.4
105. THE GENERAL ATMOSPHERE ON CAMPUS IS FRIENDLY.	4.02 179	-.3		+.3	-.3	+.2
106. THERE IS STRONG STUDENT LOYALTY TO THIS INSTITUTION.	2.73 178	-.3	+.3	+.1	-.2	+.2
107. THE FACULTY ON THIS CAMPUS IS CONSIDERATE AND CONCERNED WITH STUDENT PROBLEMS.	3.62 164	-.1		_.2	-.1	+.1
108. STUDENTS HAVE LITTLE DIFFICULTY CASHING CHECKS IN THIS COMMUNITY.	3.19 181	-.3	+.1	+.3	-.3	+.3
109. THE MERCHANTS IN THIS COMMUNITY TREAT STUDENTS LIKE FIRST CLASS CITIZENS.	3.09 186	+.1	-.2	+.1	+.1	-.1
110. THERE IS A FEELING OF MUTUAL RESPECT BETWEEN STUDENTS AND FACULTY.	3.61 180	-.2	-.1	+.2		
111. THERE ARE AMPLE OPPORTUNITIES TO MEET PEOPLE THROUGH SOCIAL FUNCTIONS AND STUDENT ORGANIZATIONS.	3.11 174	+.1	-.2	+.2	-.1	+.1
112. STUDENTS SHOW A CONCERN FOR EACH OTHER AT THIS INSTITUTION.	3.52 169	-.2	+.4	-.2	-.1	+.1

COMMUNITY RELATIONS (continued) -- ITEMS 113 to 125	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
113. THE POLICE IN THIS TOWN DO NOT DISCRIMINATE AGAINST STUDENTS.	2.90 173		-.2	+.3	+.1	-.1
114. THERE IS A RELAXED ATMOSPHERE ON THIS CAMPUS.	3.72 180	-.2	+.1		-.1	+.1
115. STUDENT ORGANIZATIONS PLAY AN EFFECTIVE ROLE IN IMPLEMENTING INSTITUTIONAL POLICIES.	3.02 170	-.2	:.1	+.2	-.2	+.2
116. SOCIAL STANDING AT THIS INSTITUTION IS NOT DEPENDENT UPON BELONGING TO RIGHT CLUBS, ORGANIZATIONS OR GROUPS.	3.34 164	+.4	+.2	-.6	+.4	-.4
117. UPPER CLASSMEN PROVIDE HELPFUL LEADERSHIP TO NEW STUDENTS.	2.93 178	-.4	+.1	+.3	-.3	+.3
118. THERE IS CONSIDERABLE INTEREST IN STUDENT ELECTIONS ON CAMPUS.	2.74 183	-.3	+.1	+.3	-.3	+.3
119. SCHOOL SPIRIT IS AN IMPORTANT PART OF STUDENT LIFE ON THIS CAMPUS.	2.84 181	-.4	+.2	+.3	-.4	+.4
120. STUDENTS ON THIS CAMPUS COME FROM SIMILAR SOCIAL BACKGROUNDS.	2.96 176	-.4	+.4		+.2	+.3
121. THE COLLEGE COMMUNITY COMPARES FAVORABLY WITH THE HOME COMMUNITY OF STUDENTS IN CUSTOMS AND PRACTICES.	3.06 164	+.1	+.1	-.2	+.1	-.1
122. THE FACULTY AS A GENERAL RULE WELCOME STUDENT APPEAL FOR ADVICE AND COUNSEL.	3.70 170		-.1	+.1	-.1	+.1
123. THE STUDENTS AT THIS INSTITUTION GENERALLY HAVE SIMILAR ATTITUDES AND GOALS.	3.05 177	-.1	+.1			
124. LIFE ON CAMPUS IS GENERALLY REGARDED AS A PLEASANT AND REWARDING EXPERIENCE.	3.32 159	-.1	+.2	-.1	-.2	+.2
125. STANDARDS OF VALUE HELD BY COMMUNITY OUTSIDE CAMPUS ARE COMPARABLE TO THOSE HELD BY THE INSTITUTION ITSELF.	2.91 158	+.1	-.3	+.2	+.2	-.2

MORAL - ETHICAL ENVIRONMENT -- ITEMS 126 TO 137	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
126. STUDENTS RESPECT INSTITUTIONAL RULES AND REGULATIONS.	3.33 171	+.1		-.1	+.1	-.1
127. EXCESSIVE DRINKING BY STUDENTS DOES NOT CREATE A REAL PROBLEM ON THIS CAMPUS.	3.49 178	+.1	+.2	-.3	+.2	-.2
128. PROPER SOCIAL DECORUM AND GOOD MANNERS ARE ABOVE AVERAGE ON THIS CAMPUS.	3.34 167		-.2	+.3	-.1	+.1
129. IN GENERAL THE STUDENT BODY MAINTAINS A HIGH STANDARD OF CONDUCT.	3.78 171		-.2	+.2		
130. FREEDOM OF SPEECH IS AN ACCEPTED PRACTICE ON THIS CAMPUS.	3.76 179	+.1	-.2	+.1	+.1	-.1
131. CHEATING AND SIMILAR FORMS OF DISHONESTY WOULD RESULT IN STRICT DISCIPLINARY MEASURES AT THIS INSTITUTION.	3.26 167		-.1	+.1		
132. THE USE OF MARIJUANA BY STUDENTS HAS NOT BECOME WIDESPREAD ON THIS CAMPUS.	3.63 174	-.5	+.3	+.3	-.2	+.2
133. ATTITUDES REGARDING SEX HELD BY MAJORITY OF STUDENTS DON'T VIOLATE GENERALLY ACCEPTED RULES OF GOOD CONDUCT.	3.15 157	+.1	+.2	-.4	+.2	-.2
134. THE MORAL CODE OF THE MAJORITY OF STUDENTS IS GENERALLY ABOVE REPROACH.	3.06 176		-.1	+.1		
135. THERE IS LITTLE DISCRIMINATION AS A RESULT OF RACIAL PREJUDICE ON CAMPUS.	3.63 172	+.1	+.1	-.2	+.1	-.1
136. INSTITUTIONAL REGULATIONS DO NOT PLACE UNDUE RESTRAINTS ON SOCIAL CONDUCT.	3.38 170	+.5	+.3	-.8	+.5	-.4
137. CHEATING ON EXAMINATIONS IS A MINOR PROBLEM ON THIS CAMPUS.	3.38 176				+.1	-.1

MORAL - ETHICAL ENVIRONMENT (continued) -- ITEMS 138 TO 150	TOTAL MEAN	PUBLIC	PRIVATE INST		METROPOLITAN	
			CATH.	PROT.	INSIDE	OUT
138. UNCONTROLLED STUDENT BEHAVIOR IS NOT A CHARACTERISTIC OF THIS INSTITUTION	3.91 172	-.1	+.1			
139. THERE IS A PRONOUNCED ATMOSPHERE OF HONESTY AND SINCERITY ON THIS CAMPUS.	3.08 183	-.1		+.1		
140. CONTROVERSIAL ISSUES ARE NOT DENIED FAIR CONSIDERATION ON THIS CAMPUS.	3.26 162	+.3	-.1	-.2	+.2	-.2
141. THERE ARE FEW STUDENTS OF THE HIPPIE TYPE ON CAMPUS.	3.66 183	-.3	+.2	+.1	-.2	+.2
142. MINORITY OPINION IS RESPECTED ON THIS CAMPUS.	3.17 182	+.1		-.1	+.2	-.2
143. THERE ARE FEW CLIQUES AND LITTLE SNOBBISHNESS ON THIS CAMPUS.	3.01 159	+.2	+.1	-.3	+.2	-.2
144. PERSONAL CONDUCT IS REGULATED LARGELY BY THE "HONOR SYSTEM."	3.06 179	+.2	-.1	-.1	+.2	-.2
145. THERE IS NO UNREASONABLE EXERCISE OF "STUDENT POWER" ON THIS CAMPUS.	3.91 159		+.2	-.3	+.1	-.1
146. STUDENTS ARE PERMITTED TO MAKE MANY OF THEIR OWN RULES OF CONDUCT HERE.	2.97 172	+.1	+.1	-.2	+.1	-.1
147. THE USE OF HALLUCINATORY DRUGS BY STUDENTS HAS NOT BECOME WIDESPREAD ON THIS CAMPUS.	3.56 171	-.4	+.5	+.1	-.2	+.2
148. FRATERNITIES AND SORORITIES ARE GENERALLY REGARDED WITH FAVOR BY THE INSTITUTION.	2.81 156		-.2	+.1		
149. HIGH STANDARDS OF HONESTY AND INTEGRITY ARE SET BY THE EXAMPLE OF THE FACULTY.	3.55 160	-.1	+.3	-.1	-.1	+.1
150. MEMBERS OF ALL RACES PARTICIPATE IN ALL CAMPUS ACTIVITIES ON AN EQUAL BASIS.	3.42 170	+.1	+.3	-.3	+.2	-.2

SIGNIFICANT VARIABLES AS REVEALED BY ITEM ANALYSIS

The table of item analysis in this study clearly points to some contrasting and significant variations for certain paired categories around the means of specific items. The paired categories are: Public - Private; Catholic - Protestant religious affiliation of institution; and Metropolitan - Non - Metropolitan. For your convenience, listings of the specific items around which these categories are here provided for each paired category. All listings contain a ranking order of declining significance.

PUBLIC INSTITUTIONS

Listing of items which are significantly positive for public institutions but negative for private:

Item 136.	Institutional regulations do not place undue restraints on social conduct.	(Inverted only with Protestant affiliation)
Item 116.	Social standing at this institution is not dependent upon belonging to right clubs, organizations, or groups.	(Inverted only with Protestant affiliation)
Item 52.	The artist/lecture concert series are well attended by students.	(Inverted only with Protestant affiliation)
Item 101.	There are harmonious relations between college students and non-college youth in the community.	(Inverted only with Catholic affiliation)
Item 4.	Stimulating classroom discussions are frequent.	

PRIVATE INSTITUTIONS

Listing of items which are significantly positive for private institutions, but negative for public.

Item 37. Enrollment and registration procedures are well organized.

Item 104. Close friendships are easy to cultivate with fellow students.

Item 132. The use of marijuana by students has not become widespread on this campus.

Item 119. School spirit is an important part of student life on this campus.

CATHOLIC INSTITUTIONS

Listing of items which are significantly positive for Catholic institutions, but negative for Protestant institutions:

Item 91. Campus elections are well planned and publicized.

Item 93. The administration attempts to keep students informed on matters of policy.

Item 136. Institutional regulations do not place undue restraints on social conduct.

Item 27. Library resources such as reference books and periodicals are plentiful.

Item 133. Custodial services on campus are satisfactory.

Item 150. Members of all races participate in all campus activities on an equal basis.

PROTESTANT INSTITUTIONS

Listing of items which are significantly positive for Protestant institutions, but negative for Catholic institutions:

Item 79.	Generally, students feel quite comfortable in approaching instructors regarding a problem.
Item 65.	There is a variety of performing musical groups on this campus.
Item 76.	It is easy for students to communicate with the administration.
Item 83.	There is close cooperation between campus student organizations.
Item 113.	The police in this town do not discriminate against students.
Item 128.	Proper social decorum and good manners are above average on this campus.

METROPOLITAN INSTITUTIONS

Listing of items which are significantly positive for metropolitan institutions, but negative for non-metropolitan institutions:

Item 136.	Institutional regulations do not place undue restraints on social conduct.
Item 116.	Social standing at this institution is not dependent upon belonging to right clubs, organizations or groups.
Item 4.	Stimulation classroom discussions are frequent
Item 101.	There are harmonious relations between college students and non-college youth in the community.
Item 103.	There is the general feeling that all students are treated alike without preferential treatment.

NON-METROPOLITAN INSTITUTIONS

Listing of items which are significantly positive for non-metropolitan institutions, but negative for metropolitan institutions.

Item 39. Institution-owned housing facilities are satisfactory.

Item 102. The campus atmosphere here makes one feel at home.

Item 104. Close friendships are easy to clutivate with fellow students.

Item 119. School spirit is an important part of student life on this campus.

Item 31. The campus has a very attractive appearance.

Item 43. Campus food services are satisfactory.

Item 58. Patterns of social behavior on this campus conform favorable to accepted good taste.

SEX FACTOR

The sex factor has also proved to be a highly significant variable, with females revealing a marked trend toward responding to items in a significantly positive direction. For your convenience, we have provided here a listing of the most highly significant responses of males and females which are in a positive direction. The rank order of the lists is in declining significance. The great potential of this tool is partially revealed by its great flexibility. Many other variables could have been dealt with just as meaningfully - minority group membership, major academic area, geographic origin, educational financing, etc.

F E M A L E S

Female responses which were most highly significant in a positive direction when contrasted to males are:

Item 102. The campus atmosphere here makes one feel at home.

Item 57. Paintings and other works of art are widely displayed around the campus.

Item 48. Current arrangements for buying or renting books and supplies are satisfactory.

Item 43. Campus food services are satisfactory.

Item 31. The campus has a very attractive appearance.

Item 112. Students show a concern for each other at this institution.

Item 51. Opportunities are provided for students to evaluate works of art.

M A L E S

Male responses which were most highly significant in a positive direction when contrasted to females are:

Item 36. Off-campus housing facilities are satisfactory.

Item 100. Students keep informed about important campus issues.

Item 131. Cheating and similar forms of dishonesty would result in strict disciplinary measures at this institution.

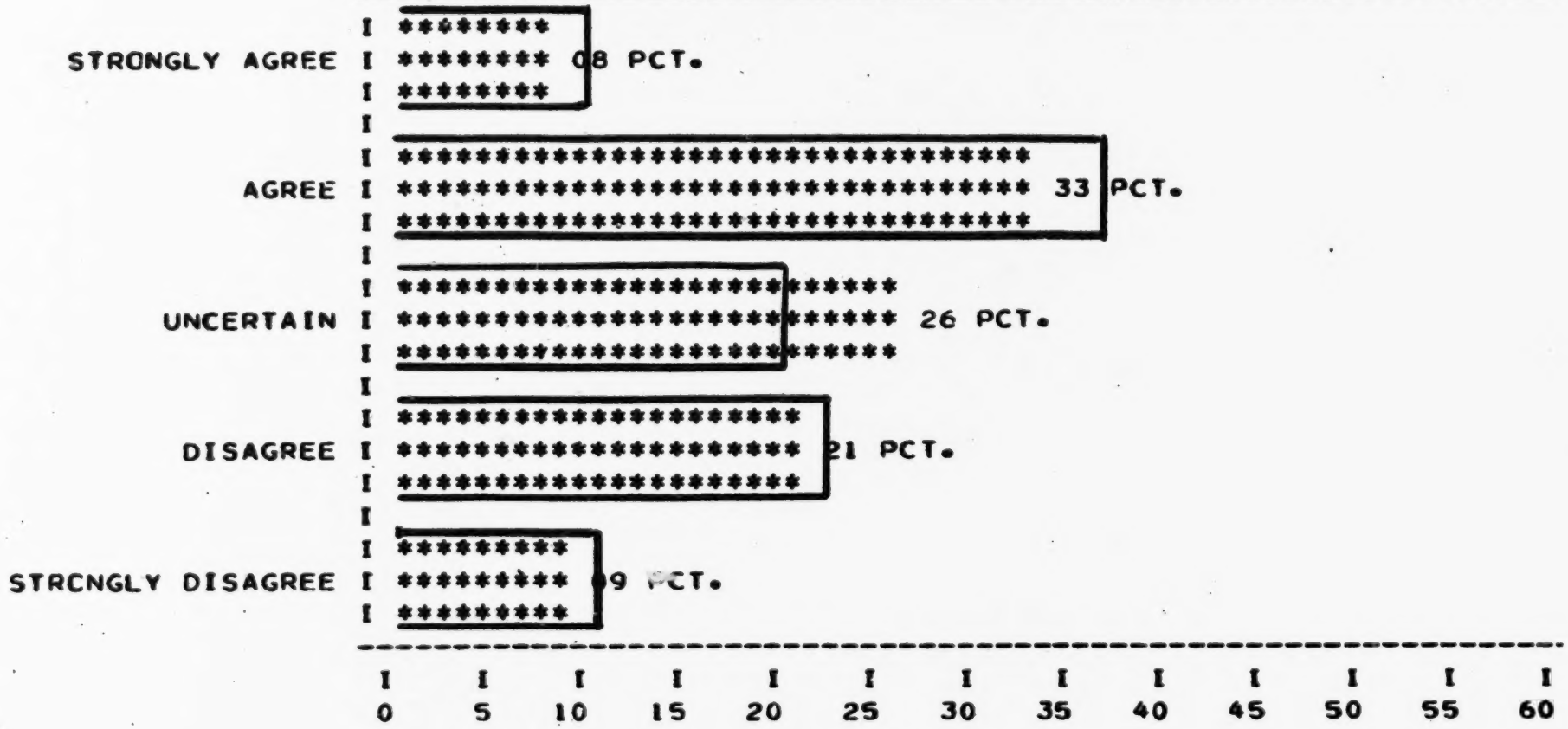
Item 21. Good teaching is a characteristic of most instructors at this institutions.

Item 71. There are some outstanding performing artists on the music faculty.

Item 101. There are harmonious relations between college students and non-college youth in the community.

IV. GRAPHICAL OVERVIEW OF SOME STUDENT CHARACTERISTICS AND CAMPUS IMAGE

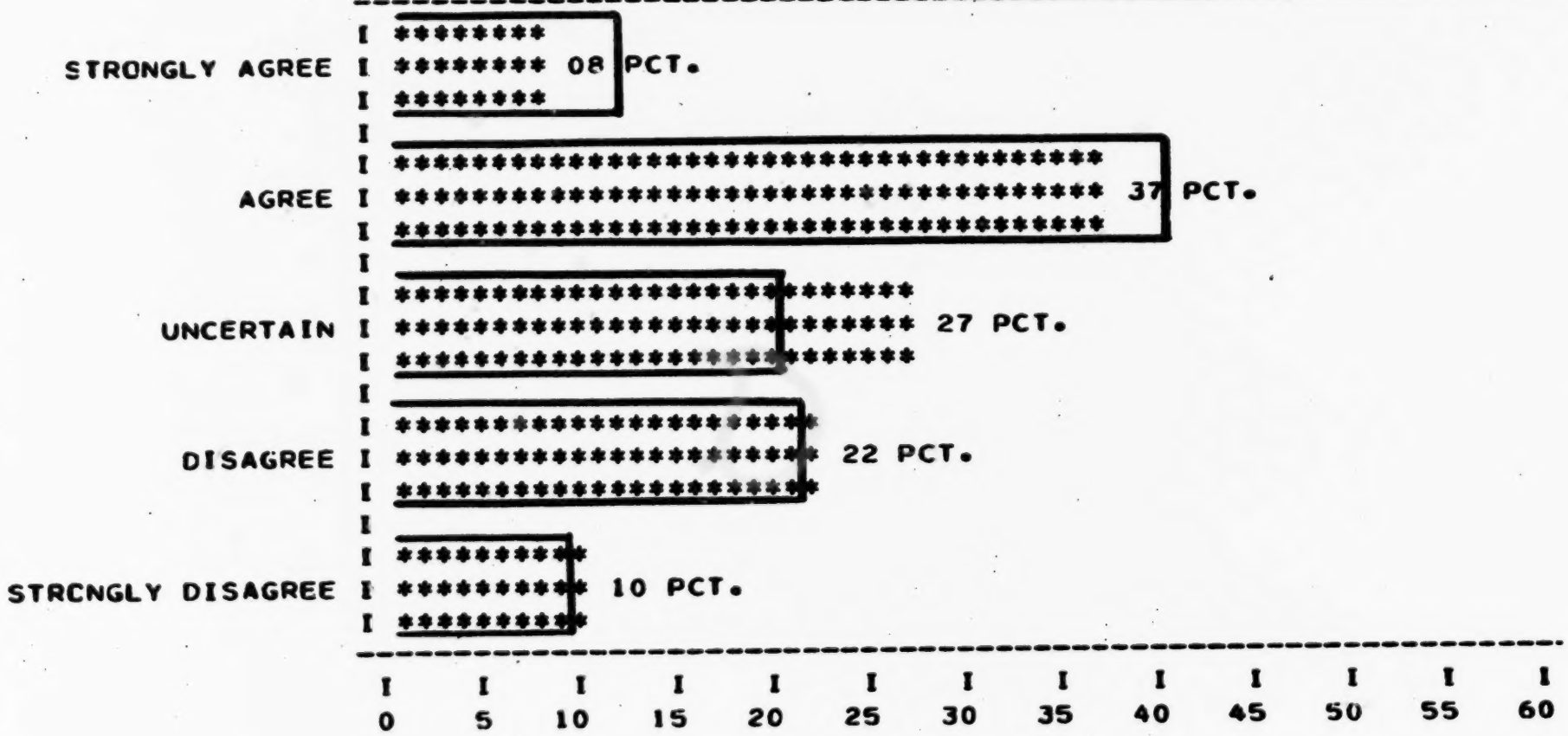
MALE RESPONSE DISTRIBUTION



*** = PUBLIC

___ = PRIVATE

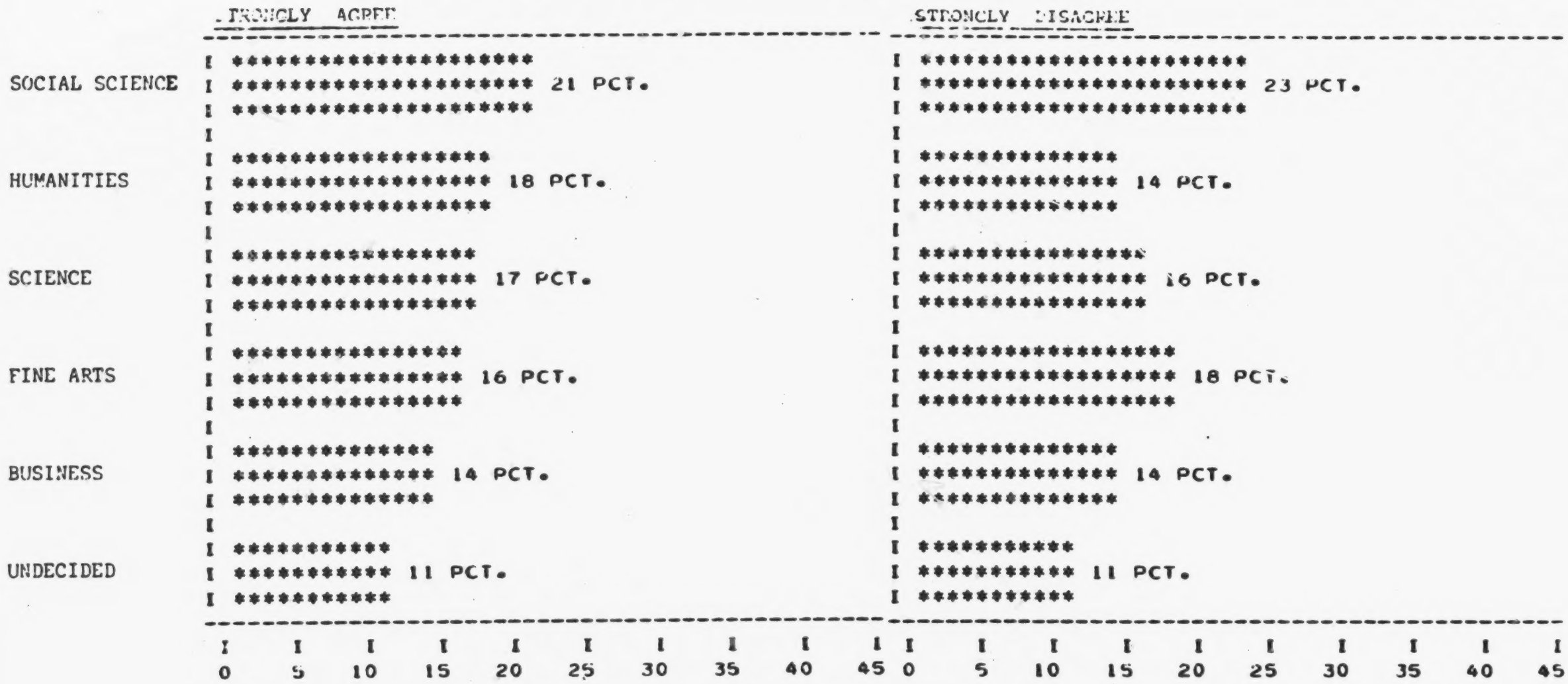
FEMALE RESPONSE DISTPIBUTION



*** = PUBLIC

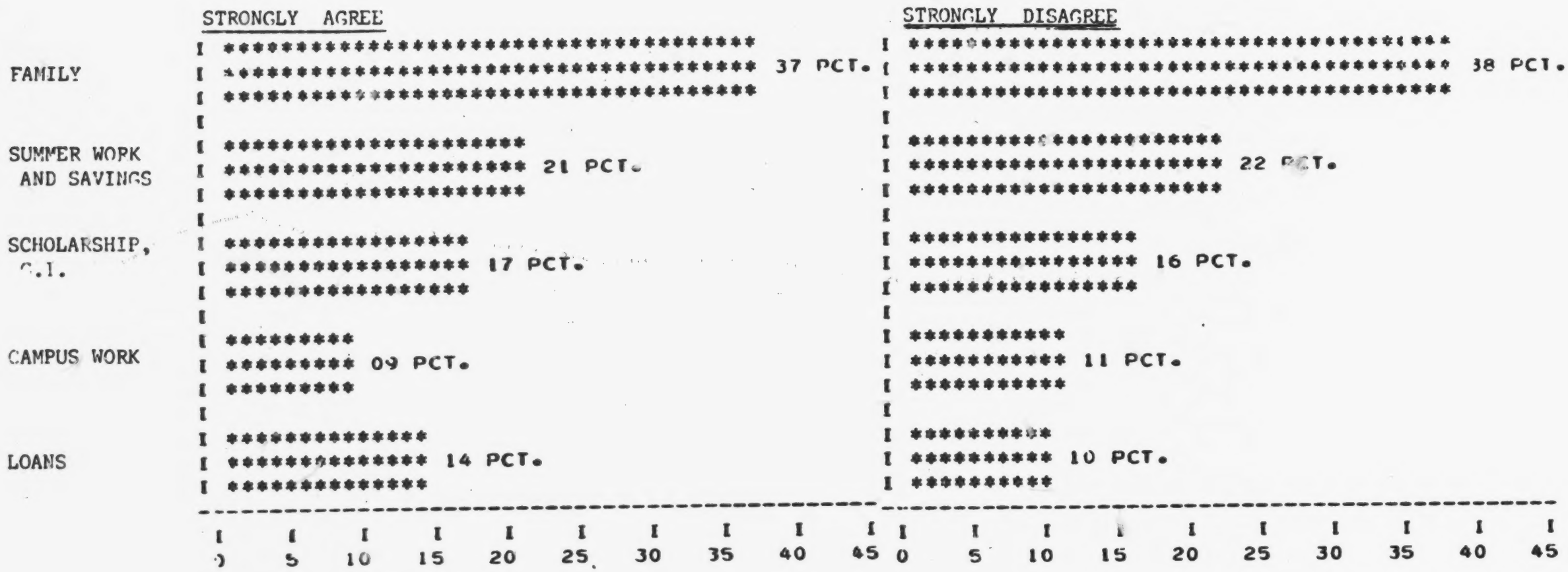
___ = PRIVATE

MAJOR AREA AND ATTITUDINAL EXTREMES (N = 4,371)



EXPECTED DISTRIBUTION	PERCENT EXPECTED	TOTAL MEAN
SOCIAL SCIENCE	21.4	3.11
HUMANITIES	14.9	3.24
SCIENCE	18.3	3.16
FINE ARTS	16.3	3.12
BUSINESS	15.0	3.15
UNDECIDED	14.1	3.16

SOURCE OF COLLEGE INCOME AND ATTITUDINAL EXTREMES (N = 4,371)



EXPECTED DISTRIBUTION	PERCENT	TOTAL MEAN
FAMILY	37.7	3.16
SUMMER WORK AND SAVINGS	22.9	3.13
SCHOLARSHIP, G. I.	14.8	3.16
OFF AND ON CAMPUS WORK	11.0	3.11
LOANS	10.1	3.20
NO RESPONSE	3.2	

A P P E N D I X

A. ADMINISTRATIVE REGULATIONS

CONFLICT WITH REGULATIONS

	N	Institutions	
		ALL	PRIVATE
TOTAL	****		
SEX	N	MEAN	MEAN
MALE	622.	3.24	3.15
FEMALE	546.	3.36	3.39
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	498.	3.39	3.39
SOPHOMORE	328.	3.30	3.25
JUNIOR	154.	3.18	3.16
SENIOR	141.	3.22	3.25
GRADUATE	55.	3.05	2.80
MINORITY GROUP	N	MEAN	MEAN
ALL	381.	3.29	3.26
MEXICAN-AMERICAN	48.	3.33	3.28
NEGRO	70.	3.19	3.21
ORIENTAL	16.	3.56	3.56
OTHER	247.	3.29	3.24
NON-MINORITY GROUP	824.	3.29	3.30
COMMUTER	536.	3.39	3.45
NON-COMMUTER	628.	3.21	3.22
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	96.	3.12	3.19
SOUTHERN STATES	41.	3.20	3.03
MIDDLE STATES	269.	3.38	3.40
WESTERN STATES	71.	3.23	3.18
IN-STATE	695.	3.30	3.26
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	124.	3.30	3.15
C TO C+	512.	3.33	3.27
B-	213.	3.28	3.40
B	169.	3.36	3.43
B+ AND ABOVE	160.	3.11	3.13
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	478.	3.30	3.25
SAVINGS/SUMMER WORK	298.	3.26	3.27
ON/OFF CAMPUS WORK	118.	3.19	3.33
SCHOL/GRANT/GI/SOC SEC	182.	3.42	3.44
LOANS	89.	3.33	3.29
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	263.	3.30	3.38
HUMANITIES	190.	3.36	3.40
FINE ARTS	185.	3.23	3.16
SCIENCES	207.	3.23	3.04
BUSINESS	183.	3.31	3.21
UNDECIDED	177.	3.32	3.46

STRONGLY AGREE = 5
AGREE = 4
UNCERTAIN = 3
DISAGREE = 2
STRONGLY DISAGREE = 1

POLICY AGAINST AGGRESSION

	N	Institutions	
		ALL	PRIVATE
TOTAL	674.		
SEX	N	MEAN	MEAN
MALE	382.	3.41	3.33
FEMALE	292.	3.63	3.61
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	281.	3.55	3.56
SOPHOMORE	184.	3.45	3.38
JUNIOR	92.	3.46	3.43
SENIOR	89.	3.55	3.44
GRADUATE	35.	3.40	2.60
MINORITY GROUP	N	MEAN	MEAN
ALL	215.	3.40	3.38
MEXICAN-AMERICAN	36.	3.61	3.85
NEGRO	36.	3.36	3.78
ORIENTAL	11.	3.73	3.67
OTHER	132.	3.33	3.12
NON-MINORITY GROUP	470.	3.54	3.49
COMMUTER	296.	3.55	3.43
NON-COMMUTER	377.	3.48	3.47
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	56.	3.41	3.43
SOUTHERN STATES	20.	3.70	3.58
MIDDLE STATES	175.	3.65	3.57
WESTERN STATES	46.	3.28	3.31
IN-STATE	383.	3.45	3.38
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	60.	3.52	3.42
C TO C+	324.	3.46	3.43
B-	127.	3.46	3.47
B	85.	3.71	3.73
B+ AND ABOVE	87.	3.49	3.36
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	265.	3.50	3.46
SAVINGS/SUMMER WORK	169.	3.43	3.41
ON/OFF CAMPUS WORK	76.	3.42	3.29
SCHOL/GRANT/GI/SOC SEC	97.	3.70	3.61
LOANS	67.	3.48	3.45
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	154.	3.58	3.51
HUMANITIES	109.	3.61	3.58
FINE ARTS	94.	3.49	3.26
SCIENCES	108.	3.43	3.27
BUSINESS	109.	3.42	3.52
UNDECIDED	111.	3.43	3.49

POLICY AGAINST DRINKING

	N	Institutions ALL	Institutions PRIVATE
TOTAL	190.		
SEX	N	MEAN	MEAN
MALE	86.	3.52	3.40
FEMALE	104.	3.43	3.42
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	75.	3.51	3.24
SOPHOMORE	41.	3.66	3.59
JUNIOR	32.	3.47	3.37
SENIOR	19.	3.74	3.86
GRADUATE	21.	2.67	2.57
MINORITY GROUP	N	MEAN	MEAN
ALL	66.	3.24	3.35
MEXICAN-AMERICAN	13.	2.69	2.29
NEGRO	8.	3.25	3.83
ORIENTAL	3.	3.00	1.00
OTHER	42.	3.43	3.65
NON-MINORITY GROUP	112.	3.64	3.45
COMMUTER	77.	3.53	3.30
NON-COMMUTER	112.	3.42	3.42
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	16.	3.44	3.25
SOUTHERN STATES	6.	3.67	3.50
MIDDLE STATES	38.	3.50	3.41
WESTERN STATES	30.	3.07	3.09
IN-STATE	102.	3.56	3.55
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	21.	3.52	3.10
C TO C+	83.	3.58	3.45
B-	26.	3.62	3.68
B	21.	3.29	3.58
B+ AND ABOVE	35.	3.17	2.90
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	72.	3.53	3.41
SAVINGS/SUMMER WORK	38.	3.66	3.55
ON/OFF CAMPUS WORK	15.	3.60	3.00
SCHOL/GRANT/GI/SOC SEC	27.	3.33	3.57
LOANS	47.	3.34	3.21
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	41.	3.37	3.38
HUMANITIES	25.	3.44	3.29
FINE ARTS	23.	3.91	3.92
SCIENCES	44.	3.41	3.19
BUSINESS	30.	3.50	3.45
UNDECIDED	15.	3.53	3.67

POLICY AGAINST CHEATING

	N	Institutions	
		ALL	PRIVATE
TOTAL	532.		
SEX	N	MEAN	MEAN
MALE	272.	3.23	3.15
FEMALE	260.	3.24	3.33
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	229.	3.34	3.44
SOPHOMORE	129.	3.24	3.28
JUNIOR	73.	3.16	3.11
SENIOR	64.	3.03	2.94
GRADUATE	23.	3.17	0.0
MINORITY GROUP	N	MEAN	MEAN
ALL	173.	3.24	3.26
MEXICAN-AMERICAN	30.	3.27	3.41
NEGRO	21.	3.10	2.50
ORIENTAL	6.	3.00	3.00
OTHER	116.	3.28	3.31
NON-MINORITY GROUP	366.	3.23	3.27
COMMUTER	229.	3.28	3.39
NON-COMMUTER	306.	3.17	3.18
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	37.	3.08	3.00
SOUTHERN STATES	20.	3.20	3.00
MIDDLE STATES	142.	3.34	3.38
WESTERN STATES	34.	3.26	3.55
IN-STATE	291.	3.23	3.24
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	41.	3.22	3.32
C TO C+	220.	3.30	3.34
B-	115.	3.29	3.34
B	70.	3.04	3.02
B+ AND ABOVE	92.	3.29	3.26
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	203.	3.14	3.14
SAVINGS/SUMMER WORK	105.	3.30	3.29
ON/OFF CAMPUS WORK	63.	3.32	3.42
SCHOL/GRANT/GI/SOC SEC	79.	3.20	3.24
LOANS	61.	3.43	3.50
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	121.	3.18	3.15
HUMANITIES	79.	3.24	3.20
FINE ARTS	92.	3.09	3.12
SCIENCES	102.	3.32	3.42
BUSINESS	72.	3.29	3.29
UNDECIDED	85.	2.40	2.71

B. ACADEMIC IMAGE

INVOLVEMENT IN CLASS

	N	Institutions ALL MEAN	Institutions PRIVATE MEAN
TOTAL	198.		
SEX	N	MEAN	MEAN
MALE	98.	3.17	3.16
FEMALE	100.	3.32	3.36
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	84.	3.25	3.40
SOPHOMORE	39.	3.21	3.17
JUNIOR	32.	2.97	2.87
SENIOR	22.	3.32	3.31
GRADUATE	14.	3.57	3.75
MINORITY GROUP	N	MEAN	MEAN
ALL	62.	3.23	3.20
MEXICAN-AMERICAN	4.	2.50	2.00
NEGRO	10.	3.30	3.75
ORIENTAL	5.	3.00	3.00
OTHER	43.	3.30	3.25
NON-MINORITY GROUP	124.	3.23	3.26
COMMUTER	72.	3.24	3.32
NON-COMMUTER	125.	3.18	3.18
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	15.	2.87	2.86
SOUTHERN STATES	7.	3.00	2.50
MIDDLE STATES	50.	3.26	3.24
WESTERN STATES	17.	3.29	3.27
IN-STATE	103.	3.24	3.35
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	14.	3.29	3.71
C TO C+	79.	3.06	3.04
B-	39.	3.10	3.24
B	31.	3.65	3.65
B+ AND ABOVE	28.	3.43	3.33
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	80.	3.22	3.27
SAVINGS/SUMMER WORK	36.	3.28	3.26
ON/OFF CAMPUS WORK	19.	3.21	3.60
SCHOL/GRANT/GI/SOC SEC	21.	3.19	3.18
LOANS	38.	3.11	3.03
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	46.	3.30	3.31
HUMANITIES	27.	3.33	3.26
FINE ARTS	33.	3.36	3.39
SCIENCES	36.	2.97	3.00
BUSINESS	23.	3.00	3.06
UNDECIDED	21.	3.43	3.66

VERBAL AGGRESSION IN CLASS

	N	Institutions ALL	Institutions PRIVATE
TOTAL	171.		
SEX	N	MEAN	MEAN
MALE	93.	2.89	2.80
FEMALE	78.	3.24	3.16
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	73.	3.08	3.04
SOPHOMORE	44.	2.89	2.83
JUNIOR	23.	3.13	3.00
SENIOR	20.	3.15	2.86
GRADUATE	15.	3.13	3.33
MINORITY GROUP	N	MEAN	MEAN
ALL	58.	3.03	2.94
MEXICAN-AMERICAN	7.	3.00	3.20
NEGRO	9.	2.89	3.00
ORIENTAL	2.	3.00	3.00
OTHER	40.	3.07	2.88
NON-MINORITY GROUP	116.	3.05	2.96
COMMUTER	80.	3.06	2.83
NON-COMMUTER	95.	3.06	3.06
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	13.	3.00	3.00
SOUTHERN STATES	4.	2.50	2.00
MIDDLE STATES	33.	3.30	3.14
WESTERN STATES	26.	2.92	2.96
IN-STATE	102.	3.03	2.94
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	20.	3.10	2.64
C TO C+	72.	2.97	2.96
B-	34.	3.09	3.09
B	18.	3.22	3.11
B+ AND ABOVE	33.	3.06	3.00
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	64.	3.11	3.00
SAVINGS/SUMMER WORK	51.	2.94	2.88
ON/OFF CAMPUS WORK	16.	2.69	2.50
SCHOL/GRANT/GI/SOC SEC	22.	3.32	3.00
LOANS	27.	3.33	3.45
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	42.	3.02	2.89
HUMANITIES	25.	3.24	3.22
FINE ARTS	22.	3.36	2.50
SCIENCES	29.	2.97	3.00
BUSINESS	26.	2.96	2.94
UNDECIDED	30.	2.83	2.94

FLEXIBILITY IN REQUIRED CURRICULUM

	N	Institutions	
		ALL	PRIVATE
TOTAL	179.		
SEX	N	MEAN	MEAN
MALE	93.	2.97	2.90
FEMALE	86.	2.95	2.89
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	70.	3.19	2.95
SOPHOMORE	52.	2.92	2.95
JUNIOR	25.	2.92	2.80
SENIOR	17.	2.18	2.45
GRADUATE	12.	2.67	2.67
MINORITY GROUP	N	MEAN	MEAN
ALL	64.	2.78	2.74
MEXICAN-AMERICAN	14.	2.86	3.00
NEGRO	10.	2.60	2.17
ORIENTAL	5.	3.40	3.40
OTHER	35.	2.71	2.63
NON-MINORITY GROUP	112.	3.05	2.97
COMMUTER	89.	3.00	2.94
NON-COMMUTER	84.	2.90	2.84
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	13.	2.92	2.75
SOUTHERN STATES	6.	3.00	3.00
MIDDLE STATES	35.	3.06	3.11
WESTERN STATES	12.	3.23	3.09
IN-STATE	108.	2.89	2.73
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	14.	2.64	2.75
C TO C+	78.	3.09	2.89
B-	35.	2.80	2.85
B	27.	2.78	2.75
B+ AND ABOVE	20.	2.95	2.80
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	65.	3.05	3.02
SAVINGS/SUMMER WORK	28.	2.54	2.47
ON/OFF CAMPUS WORK	21.	3.10	2.33
SCHOL/GRANT/GI/SOC SEC	36.	3.00	2.90
LOANS	20.	2.80	2.67
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	44.	2.80	2.69
HUMANITIES	21.	3.10	3.21
FINE ARTS	29.	2.72	2.47
SCIENCES	26.	3.12	3.20
BUSINESS	30.	3.23	3.00
UNDECIDED	26.	2.88	2.94

FAMILIARITY WITH INSTRUCTOR

	N	Institutions	
		ALL	PRIVATE
TOTAL	****		
SEX	N	MEAN	MEAN
MALE	552.	3.56	3.61
FEMALE	502.	3.64	3.70
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	463.	3.63	3.69
SOPHOMORE	240.	3.60	3.65
JUNIOR	176.	3.62	3.64
SENIOR	128.	3.54	3.66
GRADUATE	50.	3.38	3.10
MINORITY GROUP	N	MEAN	MEAN
ALL	334.	3.50	3.57
MEXICAN-AMERICAN	47.	3.38	3.35
NEGRO	61.	3.31	3.57
ORIENTAL	18.	3.44	3.45
OTHER	208.	3.59	3.62
NON-MINORITY GROUP	723.	3.64	3.69
COMMUTER	451.	3.57	3.70
NON-COMMUTER	608.	3.61	3.63
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	85.	3.49	3.53
SOUTHERN STATES	30.	3.27	3.48
MIDDLE STATES	269.	3.55	3.56
WESTERN STATES	78.	3.67	3.62
IN-STATE	604.	3.63	3.76
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	95.	3.39	3.29
C TO C+	486.	3.55	3.58
B-	186.	3.55	3.68
B	123.	3.74	3.83
B+ AND ABOVE	172.	3.72	3.85
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	389.	3.56	3.57
SAVINGS/SUMMER WORK	252.	3.63	3.68
ON/OFF CAMPUS WORK	115.	3.59	3.80
SCHOL/GRANT/GI/SOC SEC	151.	3.58	3.68
LOANS	166.	3.58	3.66
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	225.	3.59	3.66
HUMANITIES	136.	3.79	3.88
FINE ARTS	170.	3.67	3.74
SCIENCES	213.	3.54	3.69
BUSINESS	157.	3.52	3.47
UNDECIDED	156.	3.64	3.46

COMPETITIVENESS

	N	Institutions	
		ALL	PRIVATE
SEX	N	MEAN	MEAN
TOTAL	362.		
MALE	169.	3.14	3.22
FEMALE	193.	3.07	3.20
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	141.	3.13	3.29
SOPHOMORE	91.	3.05	3.21
JUNIOR	58.	3.09	3.13
SENIOR	38.	3.18	3.00
GRADUATE	36.	3.03	3.56
MINORITY GROUP	N	MEAN	MEAN
ALL	124.	3.08	3.21
MEXICAN-AMERICAN	22.	3.64	3.85
NEGRO	20.	2.60	2.67
ORIENTAL	8.	3.12	3.29
OTHER	74.	3.04	3.15
NON-MINORITY GROUP	229.	3.11	3.17
COMMUTER	169.	3.08	3.08
NON-COMMUTER	199.	3.13	3.24
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	31.	2.90	3.00
SOUTHERN STATES	10.	3.10	3.33
MIDDLE STATES	85.	2.92	3.05
WESTERN STATES	40.	3.17	3.37
IN-STATE	200.	3.22	3.30
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	27.	3.00	3.19
C TO C+	160.	3.14	3.22
B-	67.	3.00	3.19
B	49.	3.16	3.22
B+ AND ABOVE	60.	3.10	3.20
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	132.	3.07	3.20
SAVINGS/SUMMER WORK	62.	3.18	3.34
ON/OFF CAMPUS WORK	43.	3.21	3.17
SCHOL/GRANT/GI/SOC SEC	61.	3.18	3.20
LOANS	77.	3.12	3.22
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	82.	3.17	3.15
HUMANITIES	45.	3.18	3.08
FINE ARTS	56.	2.82	3.42
SCIENCES	55.	3.11	3.09
BUSINESS	63.	3.25	3.28
UNDECIDED	52.	3.04	3.16

COOPERATIVENESS

	N	Institutions	
		ALL	PRIVATE
TOTAL	848.		
SEX	N	MEAN	MEAN
MALE	445.	3.12	3.16
FEMALE	403.	3.25	3.35
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	351.	3.22	3.34
SOPHOMORE	215.	3.13	3.16
JUNIOR	140.	3.16	3.18
SENIOR	97.	3.26	3.33
GRADUATE	49.	3.10	3.14
MINORITY GROUP	N	MEAN	MEAN
ALL	279.	3.14	3.25
MEXICAN-AMERICAN	61.	3.43	3.52
NEGRO	45.	3.36	3.52
ORIENTAL	18.	3.00	3.12
OTHER	155.	2.99	3.11
NON-MINORITY GROUP	575.	3.20	3.27
COMMUTER	379.	3.08	3.08
NON-COMMUTER	465.	3.26	3.33
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	58.	3.14	3.19
SOUTHERN STATES	28.	3.07	3.11
MIDDLE STATES	232.	3.36	3.46
WESTERN STATES	50.	3.12	3.21
IN-STATE	488.	3.13	3.16
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	67.	3.27	3.33
C TO C+	384.	3.18	3.27
B-	175.	3.28	3.34
B	118.	3.14	3.20
B+ AND ABOVE	109.	3.03	3.12
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	318.	3.13	3.24
SAVINGS/SUMMER WORK	190.	3.16	3.20
ON/OFF CAMPUS WORK	97.	3.12	3.05
SCHOL/GRANT/GI/SOC SEC	131.	3.13	3.12
LOANS	110.	3.39	3.47
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	189.	3.19	3.23
HUMANITIES	122.	3.43	3.51
FINE ARTS	154.	3.13	3.27
SCIENCES	143.	3.15	3.23
BUSINESS	138.	3.13	3.14
UNDECIDED	108.	3.09	3.20

SEVERITY OF GRADING PRACTICES

	N	Institutions ALL MEAN	Institutions PRIVATE MEAN
TOTAL	543.		
SEX	N	MEAN	MEAN
MALE	289.	3.05	3.09
FEMALE	254.	3.14	3.11
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	223.	3.15	3.20
SOPHOMORE	127.	3.06	3.15
JUNIOR	86.	3.14	3.14
SENIOR	72.	2.94	2.82
GRADUATE	35.	3.14	3.17
MINORITY GROUP	N	MEAN	MEAN
ALL	171.	3.25	3.07
MEXICAN-AMERICAN	27.	3.33	3.33
NEGRO	32.	3.37	3.06
ORIENTAL	6.	4.50	4.33
OTHER	106.	3.12	2.97
NON-MINORITY GROUP	362.	3.02	3.14
COMMUTER	231.	3.07	3.17
NON-COMMUTER	313.	3.14	3.10
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	41.	3.05	3.08
SOUTHERN STATES	19.	3.21	3.12
MIDDLE STATES	124.	3.09	3.06
WESTERN STATES	53.	3.55	3.42
IN-STATE	309.	3.07	3.15
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	49.	3.35	3.54
C TO C+	236.	3.08	3.10
B-	98.	3.16	3.10
B	78.	2.94	3.08
B+ AND ABOVE	87.	3.22	3.13
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	185.	3.02	3.03
SAVINGS/SUMMER WORK	141.	3.09	3.03
ON/OFF CAMPUS WORK	63.	3.16	3.37
SCHOL/GRANT/GI/SOC SEC	71.	3.15	3.32
LOANS	84.	3.35	3.30
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	126.	3.02	3.10
HUMANITIES	76.	3.26	3.09
FINE ARTS	87.	3.25	3.53
SCIENCES	97.	2.91	2.94
BUSINESS	76.	3.13	3.23
UNDECIDED	71.	3.04	3.02

C. CONCERN FOR INDIVIDUAL AND GROUP INVOLVEMENT

CONCERN FOR INDIVIDUAL

	N	Institutions	
		ALL	PRIVATE
TOTAL	****		
SEX	N	MEAN	MEAN
MALE	691.	3.29	3.36
FEMALE	656.	3.34	3.37
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	584.	3.36	3.42
SOPHOMORE	340.	3.31	3.35
JUNIOR	207.	3.17	3.22
SENIOR	158.	3.34	3.44
GRADUATE	64.	3.19	3.33
MINORITY GROUP	N	MEAN	MEAN
ALL	438.	3.29	3.29
MEXICAN-AMERICAN	88.	3.33	3.24
NEGRO	71.	3.20	3.12
ORIENTAL	26.	3.38	3.08
OTHER	253.	3.29	3.36
NON-MINORITY GROUP	931.	3.32	3.39
COMMUTER	603.	3.25	3.28
NON-COMMUTER	733.	3.35	3.39
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	117.	3.24	3.34
SOUTHERN STATES	42.	3.29	3.30
MIDDLE STATES	369.	3.32	3.37
WESTERN STATES	55.	3.18	3.12
IN-STATE	754.	3.32	3.41
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	120.	3.25	3.30
C TO C+	628.	3.32	3.33
B-	256.	3.29	3.42
B	156.	3.35	3.43
B+ AND ABOVE	181.	3.29	3.37
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	519.	3.29	3.36
SAVINGS/SUMMER WORK	290.	3.27	3.29
ON/OFF CAMPUS WORK	165.	3.35	3.46
SCHOL/GRANT/GI/SOC SEC	211.	3.31	3.37
LOANS	145.	3.37	3.43
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	267.	3.28	3.28
HUMANITIES	204.	3.26	3.32
FINE ARTS	229.	3.24	3.32
SCIENCES	265.	3.43	3.52
BUSINESS	219.	3.30	3.40
UNDECIDED	185.	3.33	3.32

COHESIVENESS

	N	Institutions	
		ALL	PRIVATE
TOTAL	****		
SEX	N	MEAN	MEAN
MALE	737.	3.19	3.35
FEMALE	644.	3.47	3.57
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	553.	3.35	3.51
SOPHOMORE	371.	3.29	3.41
JUNIOR	205.	3.48	3.52
SENIOR	161.	3.29	3.41
GRADUATE	94.	2.89	2.95
MINORITY GROUP	N	MEAN	MEAN
ALL	444.	3.25	3.40
MEXICAN-AMERICAN	81.	3.43	3.42
NEGRO	76.	3.32	3.63
ORIENTAL	28.	3.43	3.47
OTHER	259.	3.16	3.33
NON-MINORITY GROUP	931.	3.35	3.50
COMMUTER	623.	3.14	3.26
NON-COMMUTER	749.	3.48	3.56
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	94.	3.01	3.07
SOUTHERN STATES	51.	3.59	3.74
MIDDLE STATES	358.	3.46	3.62
WESTERN STATES	87.	3.45	3.58
IN-STATE	793.	3.26	3.39
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	116.	3.14	3.46
C TO C+	624.	3.35	3.45
B-	248.	3.41	3.56
B	211.	3.32	3.44
B+ AND ABOVE	182.	3.23	3.40
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	508.	3.33	3.46
SAVINGS/SUMMER WORK	303.	3.33	3.33
ON/OFF CAMPUS WORK	167.	3.05	3.64
SCHOL/GRANT/GI/SOC SEC	229.	3.33	3.52
LOANS	162.	3.51	3.58
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	318.	3.31	3.39
HUMANITIES	223.	3.41	3.55
FINE ARTS	227.	3.22	3.43
SCIENCES	218.	3.26	3.46
BUSINESS	208.	3.43	3.63
UNDECIDED	181.	3.29	3.38

SOCIAL ACTIVITIES

	N	Institutions ALL	Institutions PRIVATE
TOTAL	173.		
SEX	N	MEAN	MEAN
MALE	83.	3.04	2.90
FEMALE	90.	3.21	3.23
CLASSIFICATION	N	MEAN	MEAN
FRESHMAN	68.	3.07	3.18
SOPHOMORE	46.	2.83	2.61
JUNIOR	25.	3.36	3.44
SENIOR	21.	3.57	3.41
GRADUATE	13.	3.23	0.0
MINORITY GROUP	N	MEAN	MEAN
ALL	53.	3.13	3.03
MEXICAN-AMERICAN	10.	2.90	3.29
NEGRO	10.	2.70	2.43
ORIENTAL	3.	2.00	2.00
OTHER	30.	3.47	3.50
NON-MINORITY GROUP	121.	3.11	3.10
COMMUTER	76.	3.11	2.85
NON-COMMUTER	99.	3.10	3.16
OUT OF STATE	N	MEAN	MEAN
N.E. STATES	19.	2.53	2.47
SOUTHERN STATES	5.	2.80	2.80
MIDDLE STATES	48.	3.25	3.23
WESTERN STATES	11.	3.55	3.83
IN-STATE	90.	3.10	3.02
CUM. GRADE AVG.	N	MEAN	MEAN
BELOW C	20.	3.40	3.30
C TO C+	70.	3.01	2.98
B-	27.	3.19	3.14
B	23.	3.30	3.38
B+ AND ABOVE	36.	2.97	3.05
EDUCATIONAL EXPENSE	N	MEAN	MEAN
FAMILY	69.	3.00	3.04
SAVINGS/SUMMER WORK	45.	3.22	3.21
ON/OFF CAMPUS WORK	20.	3.25	2.83
SCHOL/GRANT/GI/SOC SEC	19.	3.05	2.86
LOANS	23.	3.26	3.39
MAJOR AREA	N	MEAN	MEAN
SOCIAL SCIENCES	36.	3.22	2.91
HUMANITIES	26.	3.04	3.05
FINE ARTS	27.	3.44	3.73
SCIENCES	37.	3.08	3.05
BUSINESS	19.	3.11	3.33
UNDECIDED	29.	2.79	2.85

Report On Questionnaires

American Council on Education • 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036

Number 140 March 28, 1969

The Office of Research does NOT have copies of questionnaires or reports for distribution. Furthermore, not all sources listed below will be able to provide a report.

For information about any of the questionnaires listed:

1. If the address is given (in parentheses) write directly to the source, giving title and QR number.
2. If the address is NOT given, write to this Office for the address, giving the appropriate QR number.

* * * * * * * * * * *

Campus Environment: QR 6179. Designed to give the college administrator an instantaneous and on-going assessment of student attitudes from strongly agree to strongly disagree on 150 items in the campus environment. Eight student characteristics offer assessment of change by sex, class standing, minority grouping, commuter status, geographic origin, cumulative grade point average, source of college finance, and academic major. (Director of Institutional Research, Kansas City Regional Council for Higher Education, 5304 Tracy, Kansas City, Missouri 64110).

DO YOU HAVE FOUR MINUTES TO HELP US BRIDGE THE COMMUNICATIONS GAP? Here is your opportunity to respond to six items of vital campus concern. In total 150 such questions will be answered by your fellow students utilizing this new Item Sampling Technique. This questionnaire is totally automated. Your answers on items 1 through 6 will be sorted by characteristics 7 through 14 and within a single day your assessment of these vital areas will be before your faculty and administration.

INSTRUCTION: Please use a common No. 2 pencil. Fill in the space between the two parallel dotted lines if you:

1	2	3	4	5
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

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IDENTIFICATION NUMBER

START HERE

1 2 3 4 5

CAMPUS QUESTIONS (01)

1. There are several student groups that sponsor events of an aesthetic or cultural nature.
2. Instructors keep course materials up-to-date and examinations revised.
3. Upper classmen provide helpful leadership to new students.
4. Personal conduct is regulated largely by the "honor system."
5. Dramatic presentations are given frequently on campus.
6. Students appear to have an interest in the reading of novels, short stories, and poetry.

CHARACTERISTICS

7. SEX
   1 = Male 2 = Female
8. CLASSIFICATION
   1 = Freshman 2 = Sophomore 3 = Junior 4 = Senior 5=Graduate
9. MINORITY GROUP (Optional)
   1 = Mexican-American 2 = Negro 3 = Oriental 4 = Other
10. COLLEGE LIVING SITUATION
    1 = Commuter 2 = Non-Commuter
11. PERMANENT RESIDENCE
    1 = IN-STATE, OUT OF STATE: 2 = N.E. States
    3 = Southern States 4 = Middle States 5 = Western States
12. CUMULATIVE GRADE AVERAGE
    1 = Below C 2 = C to C+ 3 = B- 4 = B 5 = B+ and above
13. PRIMARY SOURCE OF EDUCATIONAL EXPENSE
    1 = Family 2 = Savings/Summer Work 3 = On/Off Campus Work
    4 = Scholarship/Grant/GI Bill/Social Security 5 = Loans
14. MAJOR AREA
    1 = Social Sciences 2 = Humanities 3 = Fine Arts 4 = Sciences
    5 = Business BLANK = Undecided

DO NOT WRITE BELOW THIS LINE